



SAS® EVAAS®

## 2014 TN Accountability Protocol

6/09/2014

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# 1 Document Intent

The intent of this document is to describe the processes and business rules for preparing the accountability calculations for the Tennessee Department of Education (TDOE).

## 2 Accountability Background

### 2.1 Accountability Subjects

The following subjects are included in accountability calculations:

- Math and Reading/Language
- Algebra I, Algebra II, English II, and English III

Additional subjects including Science, Social Studies, English I, Biology I, US History and Chemistry, are included in the Base file, but not in accountability calculations performed by SAS.

### 2.2 Accountability Subgroups

Students are divided into applicable subgroups for accountability purposes.

1. All students are combined to create the *ALL Students* group.
2. Each student record is also assigned to one of the following racial/ethnic subgroups:
  - *White*
  - *Hispanic*
  - *Black*
  - *Native American/Alaskan Native*
  - *Asian*
  - *Hawaiian/Pacific Islander*
3. If applicable, student records are assigned to the following Gap subgroups:
  - English Language Learners (*ELL*)<sup>1</sup> OR *Non-ELL*<sup>2</sup>
  - *Economically disadvantaged (ED)* OR *Non-ED*
  - *Students with disabilities (SWD)* OR *Non-SWD*
  - *Black + Hispanic + Native American (BHN)*

### 2.3 Subgroup Minimum Qualifications

Each subgroup must have a minimum number of 30 students to be included in Accountability calculations. The subgroup cutoff is determined by the number of valid tests which are student records with a non-null proficiency level.

The subgroup cutoff of 30 applies to the school, system, and state levels.

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1 In the Base File, there are separate categories for ELL, and ELL with T1 and T2. ELL with T1 and T2 are former ELL students that are in their first or second year out of the program. In the Numeric File, student records marked as T1 and T2 are included in the ELL subgroup only if there are greater than or equal to 30 valid ELL tests without T1 & T2.

2 In the Base File, Non-English Language Learners = ALL – ELL, and Non-English Language Learners/T1 or T2 = (ALL – ELL – T1 – T2). In the Numeric File, Non-English Language Learners/T1 or T2 is used when there are greater than or equal to 30 valid ELL tests without T1 & T2.

## 3 Incoming Files and Deliverables

### 3.1 Incoming Student Testing Information

TDOE sends the following files to SAS in preparation for accountability analysis. TCAP/MAAS comes in one file (including the ELSA flag), and EOC includes three files (summer, fall, and spring)

#### 3.1.1 Academic Indicator Files Needed

- TCAP Achievement (ELSA)
- MAAS
- EOC (ELSA)
- Portfolio

#### 3.1.2 File Layouts and Code Definitions

TDOE provides a description of the academic indicator file layouts and coding definitions (TAMS).

TDOE provides a description of the decision support file layouts and coding definitions.

#### 3.1.3 Decision Support Files

- List of New schools
- List of Closed schools
- List of CTE schools
- List of adult high schools
- List of Gap Closure AMOs and targets for state, system, and school
- List of Achievement AMOs and targets for state, system, and school
- Graduation file for determining graduation rates
- List of Alternative Schools **(New for 2014)**
- Appeals File<sup>3</sup>
- Shelby United Mini District Mapping<sup>4</sup>
- Achievement School District Mapping<sup>5</sup>

#### 3.1.4 TDOE Pre-Checks

TDOE checks to see if any testing records are attributed to the following, and corrects the school numbers before sending the testing records to SAS.

- Adult high schools
- Career technical schools
- Closed Schools **(New for 2014)**
- Alternative Schools **(New for 2014)**
- Unknown ethnicity

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<sup>3</sup> File needed for Post Processing Appeals run of accountability. Reference Section 10 for details.

<sup>4</sup> File needed for Post Processing Target Setting run of accountability. Reference Section 10 for details.

<sup>5</sup> File needed for Post Processing Target Setting run of accountability. Reference Section 10 for details.

TDOE has an internal process to eliminate blank or unknown race/ethnicity records. Any remaining records are included in the *All Students* subgroup count, but not in any individual subgroups.

## **3.2 Incoming Transfer Files**

### **3.2.1 Academic Indicator Files**

Academic indicator files are the student testing records for all required tests. Although the testing records may contain other subjects, only Math, Reading/Language, Algebra I, Algebra II, English II, and English III are used in accountability calculations at the district level. The summer, fall, and spring records of the current school year are used.<sup>6</sup>

### **3.2.2 File Layouts and Code Definitions**

File layouts and code definitions describe the testing layout so that variables used for accountability can be properly identified and assigned.

### **3.2.3 Decision Support Files**

#### **3.2.3.1 New Schools File (New for 2014)**

New schools are included in the accountability determinations.

To ensure all new schools are assigned properly and included in AYP calculations, a file from TDE listing the system number, system name, school number, and school name is provided.

#### **3.2.3.2 Closed Schools (New for 2014)**

Sometimes testing data are received for schools that closed during the previous year. To ensure all student records are removed from closed schools, a file from TDE listing the system number, school number, and school name is requested.

TDOE will check to see if there are any testing records attributed to closed schools and make corrections to the school numbers before sending the testing records for AYP calculations.

If there are remaining records attributed to closed schools, TDOE will be alerted to handle such cases during the appeal process.

#### **3.2.3.3 Adult High Schools, Career Technical Schools**

Adult high schools and career technical schools (CTE) are not considered for accountability. To ensure that these schools are not included in accountability calculations, TDOE provides an adult high schools and CTE file that lists the system number, school number, and school name.

If SAS encounters records attributed to adult high schools or career technical schools, SAS drops them and excludes them from accountability calculations. This rule will not result in changes to the previous year's data.

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<sup>6</sup> Other subjects are still used in the accountability process, but not at the district level.

#### **3.2.3.4 Gap Closure AMOs**

This file lists Gap Closure AMO Targets and Goals for each comparison group to be used in accountability determinations. Each school, system, and state has its own set of Gap Closure AMO Targets and Goals.

#### **3.2.3.5 Achievement AMOs**

This file lists Achievement AMO Targets and Goals for the *All Students* subgroup to be used in accountability determinations. Each school, system, and state has its own set of Achievement AMOs and Goals.

#### **3.2.3.6 Graduation File**

This file lists the graduation size and overall cohort size for each school in the state. This file will also list the graduation rates at the school, system, and state levels by subgroup.

#### **3.2.3.7 Alternative Schools (New for 2014)**

Alternative Schools are not considered for accountability. To ensure that these records are not included in accountability calculations, TDOE provides an Alternative School file that lists the system number, school number, and school name.

If SAS encounters records attributed to Alternative Schools, the records will be excluded from accountability calculations.

### **3.3 Deliverables**

The files described in this section are provided to TDOE once accountability determinations are complete:

- Student records with incorrect state student IDs
- Base Accountability files
- Numeric Accountability files
- Achievement Determination file
- Gap Determination file
- Subgroup Determination file
- Final Determination file
- Student Level file
- Exclusions file
- MAAS/Portfolio Student file
- MAAS/Portfolio Over Cap file
- Multiple Scores file

Appendix C lists all the accountability files and the structure description for each file.

#### **3.3.1 Accountability Base File**

This file displays the counts and percentages for each grade received in the testing data for Math, Reading/Language, Science, Social Studies, Algebra I, Algebra II, English I, English II, English III, Biology I, and US History.

Files are created at the school, system, and state levels, and contain details for the three most recent years.

The files are broken down by subgroup and contain aggregate testing information for all grades, individual grades of 3–12, and missing grade.

Counts and percentages in the *All Grades* group consist of each individual grade, including a grade of **missing** for that subject.

### **3.3.2 Numeric Accountability File**

This file displays the counts and percentages on which the accountability decisions are based. Only counts and percentages for the accountability subjects of Math, Reading/Language, Algebra I, Algebra II, English II, and English III are included.

Files are created at the school, system, and state levels, and contain details of the three most recent years.

The files are broken down by subgroup and contain the following information for grades 3<sup>rd</sup>, 7<sup>th</sup>, 3<sup>rd</sup> through 8<sup>th</sup> for Math and Reading/Language, and 9<sup>th</sup> through 12<sup>th</sup> for Algebra I, Algebra II, English II, English III, Algebra I + Algebra II, English II + English III, and Graduation Rate.

### **3.3.3 Achievement Determination File**

The achievement determination file displays the Achievement determinations for a school or system in the subjects of Math, Reading/Language, Algebra I, Algebra II, English II, and English III. The file displays a breakdown of how the *All Students* subgroup passed or failed the achievement criteria.

### **3.3.4 Gap Determination File**

The Gap determination file displays the Gap Closure determinations for a school or system in the subjects of Math, Reading/Language, Algebra I + Algebra II, and English II + English III. The file displays a breakdown of which individual subgroups or Gap Closure comparison groups passed or failed the Gap Closure criteria.

### **3.3.5 Subgroup Determination File**

The subgroup determination file summarizes why a school or district arrives at a given accountability determination as a result of subgroup data in the subjects of Math, Reading/Language, Algebra I, Algebra II, Algebra I + Algebra II, English II, English III, and English II + English III..

### **3.3.6 Final Determination File**

The final determination file provides districts with their final determination status and summarizes each component of the accountability model.

### **3.3.7 Student Level File**

Student level file contains the scores for all students used in accountability determinations. The student level file also outlines which changed due to business rules, such as MAAS reassignment.

### **3.3.8 Exclusions File**

This file will outline which students were excluded from all accountability files and the reason(s) for exclusion.



**3.3.9 MAAS/Portfolio Student File**

A file outlining which students' proficiency levels were adjusted because of the MAAS/Portfolio cap rules.

**3.3.10 MAAS/Portfolio over Cap File**

A file outlining which schools and systems are over the 1% cap in Portfolio and the 3% MAAS Cap.

**3.3.11 Multiple Scores File**

This file will list students who had multiple scores and indicates why a given score was chosen.

## 4 Types of Tests

The following tests are included in accountability calculations. Records from the current year's summer, fall, and spring testing administrations are evaluated.

### 4.1 ELSA (Grades 3–12)

English Linguistically Simplified Assessment (ELSA) is not a separate test, but is an accommodated version of the TCAP.

Since different rules and priority levels distinguish ELSA testing records from Achievement and EOC records, ELSA is listed as a separate test in this document.

- ELSA students in grades 3–12 are included in accountability calculations.
- ELSA students should be in the limited English proficiency (LEP), *T1*, *T2*, or *ELL\_Exclude* subgroup.
- If a student takes the ELSA test and is not included in one of the four categories listed above, the testing record is nullified and the student is considered **not tested**.
- ELSA records receive the highest priority of all tests such that if a student takes the ELSA test and another test in the same subject, the ELSA test is included and the other test is dropped from accountability calculations.

### 4.2 EOC

EOC testing records consist of students who take Algebra I, Algebra II, Biology I, English II, English III, U.S. History or Chemistry in grades 6–12.<sup>7</sup>

- Students who take an EOC subject in middle school are included in the middle school counts corresponding to that subject.
- Middle school Algebra I or Algebra II records are included in the Math counts.
- Middle school English II or English III records are included in the Reading/Language counts.
- Middle school Biology I or Chemistry records are included in the Science counts (base data file counts only).
- Middle school U.S. History records are included in the Social Studies counts (base data file counts only).

If a student has Math and Algebra I records, the Math record is dropped and not included in Accountability calculations.

If a student has Math and Algebra II records, the Math record is dropped and not included in Accountability calculations.

If a student has Reading/Language and English II records, the Reading/Language record is dropped and not included in Accountability calculations.

If a student has Reading/Language and English III records, the Reading/Language record is dropped and not included in Accountability calculations.

If a student has Science and Biology I records, the Science record is dropped and not included in Accountability calculations (base data file counts only).

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<sup>7</sup> Chemistry EOC is new for the 2014 school year.

If a student has Social Studies and U.S. History records, the Social Studies record is dropped and not included in Accountability calculations (base data file counts only).

If a student has Science and Chemistry records, the Science record is dropped and not included in Accountability calculations (base data file counts only).

### **4.3 MAAS**

Modified Academic Achievement Standards (MAAS) is an alternate statewide assessment for students with disabilities. This assessment's purpose is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large-scale assessments.

- MAAS students in grades 3–8 with Math and Reading/Language subjects are included in accountability calculations.
- All MAAS students are considered *special education* or *functionally delayed*.

### **4.4 Portfolio**

The TCAP-Alt Portfolio Assessment is designed for students with significant cognitive disabilities and is based on alternate content standards.

- Portfolio students in grades 3–12 with Math and Reading/Language subjects are included in accountability calculations.
- All Portfolio students are considered special education.
- Portfolio Math records in grades 9 or above are included as Algebra I.
- Portfolio Reading/Language records in grades 9 or above are included as English II.
- Portfolio Social Studies records in grades 9 or above are included as U.S. History.

### **4.5 TCAP Achievement**

Students in grades 3–8 take the Tennessee Comprehensive Assessment Program (TCAP) Achievement test each spring.

- TCAP Achievement students in grades 3–8 with Math and Reading/Language subjects are included in accountability calculations.
- If a student takes TCAP and EOC, the TCAP record is dropped from accountability calculations.

## 5 CDF Standardization

During this part of the process, SAS checks the CDF sent by TDOE to determine if anything looks unusual. This is mostly just the way labels are represented. This has no impact on accountability results at all, but it is a step in the process. Certain examples of checks are described below.

### 5.1 Checks and Verifications

1. Check for any new flags in assessment testing data
2. Verify all subjects are present in testing data
3. Verify all races are present in testing data
4. Check if proficiency levels are the same for all subjects
  - a. For Social Studies and U.S. History:

'1. Below Proficient'	= '2. Basic'
'2. Proficient'	= '3. Proficient'
'3. Advanced'	= '4. Advanced'

### 5.2 Different Students with same state student IDs

There are some cases where a student record in the state CDF has an ID that another record might have which are two different students. For example, there could be multiple students that have a state id of 0 that are in fact different students. SAS will provide TDOE with a list of the state student IDs where this situation occurs.

### 5.3 A Student with different state student IDs

There are some cases where a student record in the state CDF has an ID and another record from that same student has a different ID. It has been a decision by TDOE that SAS use both the state student ID in conjunction with the internal IDs used by SAS in designating separate students. Because of this, there is no need for accountability to designate these students as the same.

## 6 Data Preparations for Base and Numeric Files

### 6.1 Handling Missing Data

1. If the test date is missing, then it is considered taken in spring semester.<sup>8 9</sup>
2. If race is missing, then student is counted in *ALL* group.
3. If school number is missing and the district number is present, then student is included in district and State levels.<sup>10</sup>
4. If district number is missing, then student is included in State level.<sup>11</sup>
5. If grade is missing, then student is included in *All Grades* for Accountability purposes (refer to section 6.9 for more details).
6. If ELL status is missing, then the student is not considered ELL.
7. If Special Education status is missing, then the student is not considered special education (There are special rules for MAAS and Portfolio tests).
8. If free/reduced lunch status is missing, the student is not considered to have free/reduced lunch status.
9. If the school number in the file (and/or district number in the file) disagrees with the school name (or district name), verify with TDOE as to the correct course of action.

### 6.2 Modifications to Student Information and Testing Data

1. If the student took the Portfolio test (*test\_category = portfolio*), then categorize student as a special education student.
2. If a student took a MAAS test (*test\_category = M*) and is categorized as functionally delayed (*functionally\_delayed = 1*) and student is considered a special education student (*special\_education = 1*), then consider the student *special education ONLY* (ignore *functionally\_delayed = 1*).
3. If a student took a MAAS test (*test\_category = M*) and is classified as functionally delayed (*functionally\_delayed = 1*) and is not classified as special education (*special\_education = 0*), create a *FD\_MAAS\_Flag='Y'*.
4. If the student took a MAAS test (*test\_category = M*) and is not classified as either special education or functionally delayed, then the student is considered a *Special Education* student.
5. If the student is marked as *ELL Excluded (Math)*, and the proficiency level is missing, then the student is not considered tested. If the proficiency level is present, then the proficiency level is modified to null, but the student is considered tested.<sup>12</sup>
6. If the student is marked as *ELL Excluded* (applies to all subjects except for Math), then the student is considered tested, but proficiency levels are modified to *null*.<sup>13</sup>

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<sup>8</sup> All Portfolio records are spring semester.

<sup>9</sup> For EOC, if test date is missing, it is assigned to a test date from the semester of the testing file. (A testing file is received for each semester).

<sup>10</sup> If school number is missing in the file (but district number is present), a check is performed to see if the school name is populated, before setting it to missing.

<sup>11</sup> If district number is missing, a check is performed to see if district name is populated, before setting it to missing.

<sup>12</sup> Applies to grades 3-8.

<sup>13</sup> Applies to grades 3-8.

### 6.3 Subgroups

1. All students are combined to create the *ALL* group.
2. Each student is assigned to one of the following Racial/Ethnic Subgroups:
  - a. White
  - b. Hispanic
  - c. Black
  - d. Native American/Alaskan Native
  - e. Asian
  - f. Hawaiian/Pacific Islander
3. If the student has multiple marks for Race/Ethnicity, the following hierarchy is applied for Race/Ethnicity determinations:
  - a. Hierarchy- report a single category according to subgroup hierarchy used by Accountability and Assessment for AYP, Assessment and NGA Graduation Rate ED Facts files (TNDOE code):
    - i. Hispanic/Latino (H) - Hierarchy is Hispanic for any student identified as Hispanic (H) in the first step of the race-ethnicity identification.
    - ii. For all students identified as Non-Hispanic (N) in the first step of the race-ethnicity identification process, Hierarchy follows the hierarchy shown below:
      - (1) Black or African American (B) - Hierarchy is Black or African American (B) for all Non-Hispanic students whose race identification includes Race\_B alone or along with other race categories.
      - (2) American Indian or Alaska Native (I) – Hierarchy is American Indian or Alaska Native (I) for all Non-Hispanic students who identify as American Indian or Alaska Native (I) alone or along with other race categories other than Black or African American (B).
      - (3) Native Hawaiian or Other Pacific Islander (P) - Hierarchy is Native Hawaiian or Other Pacific Islander (P) for all Non-Hispanic students who identify Native Hawaiian or Other Pacific Islander (I) alone or along with other race categories other than Black or African American (B) and American Indian or Alaska Native (I).
      - (4) Asian (A) - Hierarchy is Asian (A) for all Non-Hispanic students who identify as Asian (A) alone or along with other race categories other than Black or African American (B), American Indian or Alaska Native (I) and Native Hawaiian or Other Pacific Islander (P).
      - (5) White (W) – Hierarchy is White (W) for all Non-Hispanic students who identify only White (W) as their race category.
4. Students are assigned to the following Gap Groups as applicable:
  - a. English Language Learners (*ELL*)<sup>14</sup> OR *Non-ELL*<sup>15</sup>
  - b. Economically Disadvantaged (*ED*) OR *Non-ED*
  - c. Students with Disabilities (*SWD*) OR *Non-SWD*
  - d. Black + Hispanic + Native American (*BHN*)

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<sup>14</sup> In the Base File, there are separate categories for ELL, and ELL with T1 and T2. In the Numeric File, student records marked as T1 and T2 are included in the ELL subgroup only if there are greater than or equal to 30 valid ELL tests without T1 & T2 for the particular subject.

<sup>15</sup> In the Base File, Non-English Language Learners = ALL – ELL, and Non-English Language Learners/T1 or T2 = ALL – (ELL + T1 + T2). In the Numeric File, Non-English Language Learners/T1 or T2 is used when greater than or equal to 30 valid ELL tests without T1 & T2.

## 6.4 Enrolled and Tested Definitions

*Enrolled and Not Tested* means that the student record:

1. Is NOT included in the numerator count (Tested) for percent tested calculations.
2. Is included in the denominator count (number of enrolled students) for percent tested calculations.
3. Is NOT included in calculating proficiency level percentages for AMO or Confidence Interval calculations.

*Enrolled and Tested* without a *null* proficiency level means that the student record:

1. Is included in the numerator count (Tested) for percent tested calculations.
2. Is included in the denominator count (number of enrolled students) for percent tested calculations.
3. Is included in calculating proficiency level percentages for AMO or Confidence Interval calculations.

*Enrolled and Tested* with a *null* proficiency level means that the student record:

1. Is included in the numerator count (Tested) for percent tested calculations.
2. Is included in the denominator count (number of enrolled students) for percent tested calculations.
3. Is NOT included in calculating proficiency level percentages for AMO or Confidence Interval calculations.

## 6.5 Modifications of Proficiencies

1. Modify to *Null*
  - a. If test has a flag of *Nullify, did not attempt*, modify proficiency to *Null*.
  - b. If student is marked as *Absent*, modify proficiency to *Null* and the student is counted as not tested.
  - c. If student has ELSA modifications and is not also marked as *ELL, T1, T2* or *ELL\_Exclude*, then proficiency is modified to *Null* and the student is considered not tested. Specify *Non\_ELL\_ELSA\_Flag=Y*
2. Modify to *Basic*
  - a. If *FD\_MAAS\_Flag=Y*, modify proficiency to *Basic*.
  - b. If test has a flag of *did not test*, modify proficiency to *Basic*.

Note: When modifying to *Basic*, records with a proficiency level of *Below Basic* will remain *Below Basic*.

## 6.6 Testing Flag Hierarchy

If the student has multiple testing flags, the following hierarchy is applied to determine the proficiency level and tested value of the record.

For example, if the student record has a testing flag of 'Did Not Attempt' and is also flagged as *Absent*, the student would receive a proficiency level of *null* and a tested value of 0.

Level	Flag	Proficiency Level	Tested Value
8	Absent	Null	0

7	Non-ELL-Group student takes the ELSA test	Null	0
6	ELL_Exclude Math record with a null original proficiency level	Null	0
5	ELL_Exclude (other than above)	Null	1
4	Nullify_Flag='Y'	Null	1
3	Did Not Attempt	Null	1
2	Did Not Test	Basic <sup>16</sup>	1
1	Functionally Delayed MAAS student	Basic <sup>17</sup>	1

## 6.7 Teacher Effect Ineligible and Nullify Field Test Flags

Records with a flag of *Teacher\_Effect\_Ineligible*='Y' and/ or *Nullify\_field\_test*='Y' are included in Accountability calculations. There are no special rules surrounding these flags.

## 6.8 Portfolio Data

1. For Portfolio students in grade 9 and above, a Math Portfolio record is considered Algebra I, a reading Portfolio record is considered English II, a science Portfolio record is considered Biology I and a Social Studies record is considered U.S. History.
2. In grades 3-8, all tests are used together within each individual subject area.

## 6.9 General Exclusions

1. Exclude if district number is > 1000. (Private or Parochial testing records).
2. If a student is classified as both *homeschooled* and *homebound*, reclassify the student to only *homebound*.
3. Exclude if student is *homeschooled* (*homeschool* = 1 or *school number*=981).
4. Exclude student from school-level file if s/he is *homebound* (*homebound* = 1). Keep student at State and district levels.
5. Exclude if student is medically exempt (*medically\_exempt* = 1).
6. Exclude if the student is from an adult high school. The list of adult high schools is provided by TDOE.

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<sup>16</sup> Records with a proficiency level of Below Basic will remain Below Basic.

<sup>17</sup> Records with a proficiency level of Below Basic will remain Below Basic.

---



7. Exclude if student is from a Career and Technical School. The list of Career and Technical Schools is provided by TDOE.
8. Exclude if student is from an Alternative School. The list of Alternative Schools is provided by TDOE. **(new for 2014)**
9. Exclude if grade = 13.
10. Exclude if the test is flagged as void (*test\_flag = void*).
11. Exclude if test is flagged as ineligible (*test\_flag = ineligible*).
12. Exclude if test category is Portfolio and has a testing flag of *not required to test*.
13. Exclude if subject=Math and student also has an Algebra I or Algebra II testing record.
14. Exclude if subject=RLA and student also has an English II or English III testing record.
15. Exclude if subject=Science and student also has a Biology I testing record.
16. Exclude if subject=Social Studies and student also has a U.S. History testing record.
17. Exclude if subject=Science and student also has a Chemistry testing record.
18. Exclude if residential\_facility=Y. (Keep student at State level only).
19. Exclude if grade is listed in the ASD excluded table. (Keep student at State level only).<sup>18</sup>

## 6.10 Handling Multiple Test Records

1. If a student takes a different test type (e.g. has valid TCAP and MAAS Math tests), then priority level determines which record is excluded. The priority level is listed below from highest to lowest.
  - a. TCAP/EOC with ELSA modifications
  - b. Portfolio
  - c. MAAS
  - d. TCAP/EOC
2. Of the remaining records (after step 1 is complete), if a student has two valid tests of the same type (e.g. two valid 7th grade MAAS tests in Math), then the student is classified into the highest of the multiple proficiency levels.
3. Of the remaining records (after step 2 is complete), If a student has two valid tests of the same type with the same performance level within different test cycles (e.g. two valid Algebra II tests), then the student is assigned to the school where s/he tested last.
4. Of the remaining records (after step 3 is complete), If a student tests at different schools within the same test cycle with the same test type and subject, and receives the same performance level, the student is assigned to both schools for the purpose of Accountability calculations.

Note: If there are multiple testing records for the same subject, the rules above are followed to determine a final chosen record. All information from the chosen record (ex. School, race, grade etc.) is what will be used in Accountability.

## 6.11 Modifying Testing Subjects

1. Algebra I: If grade < 9 or if grade is missing, replace subject with Math and assign *Alg1\_Flag=Y*.
2. Biology I: If grade < 9 or if grade is missing, replace subject with Science and assign *Bio1\_Flag=Y*.

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<sup>18</sup> See table in Section 10.2.1 for list of excluded ASD grades.

3. English II: If grade < 9 or if grade is missing, replace subject with RLA and assign *Eng2\_Flag=Y*.
4. Algebra II: If grade < 9, replace subject with Math and assign *Alg2\_Flag=Y*.
5. English III: If grade < 9, replace subject with RLA and assign *Eng3\_Flag=Y*.
6. U.S. History: If grade < 9, replace subject with Social Studies and assign *USH\_Flag=Y*.
7. Chemistry: If grade < 9, replace subject with Science and assign *Chem\_Flag=Y*.

Note: If grade is missing for Algebra II or English III or U.S. History or Chemistry, the subject is not replaced.

## **6.12 Portfolio and MAAS Reassignment:**

Please see Appendix B for Portfolio and MAAS Reassignment procedure and example. Subjects used in Portfolio and MAAS reassignments are based on the modification of testing subjects in the above steps.

## **6.13 Historical Numbers and Percentages**

Historical Data presented in the Numeric and Base files and also used for prior year comparisons will be pulled from the accountability files dated: **August 22, 2013.**

## 7 Data Calculations for Base Files

### 7.1 Modifying Testing Subjects back to original subject

1. Algebra I: If *Alg1\_Flag*=Y, replace subject with Algebra I.
2. Algebra II: If *Alg2\_Flag*=Y, replace subject with Algebra II.
3. Biology I: If *Bio1\_Flag*=Y, replace subject with Biology I.
4. English II: If *Eng2\_Flag*=Y, replace subject with English II.
5. English III: If *Eng3\_Flag*=Y, replace subject with English III.
6. U.S. History: If *USH\_Flag*=Y, replace subject with Social Studies.
7. Chemistry: If *Chem\_Flag*=Y, replace subject with Science.

Base file calculations will use the original subject before MAAS reassignments. In other words, MAAS reassignments are done, but only the original subjects are used in the base file calculations.

### 7.2 Proficiency Percentages

The percentage of students at a given proficiency level = number of valid tests at that proficiency level/number of valid tests at all proficiency levels.<sup>19</sup>

1. Percent Basic =  $\#Basic / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
2. Percent Proficient =  $\#Proficient / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
3. Percent Advanced =  $\#Advanced / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
4. Percent Below Basic is calculated during the rounding process.

### 7.3 Rounding

The values of (Below Basic + Basic) and (Proficient + Advanced) will sum to 100. The steps for calculating each level are described below, and must be done in this order.

1. Separately round Advanced, Proficient, and Basic percentages to one decimal place.
2. Percent Below Basic =  $100 - (\text{Percent Basic} + \text{Percent Proficient} + \text{Percent Advanced})$ .<sup>20</sup>
3. Percent Proficient + Percent Advanced = sum of rounded values.
4. Percent Below Basic + Percent Basic =  $100 - (\text{Percent Proficient} + \text{Percent Advanced})$ .

### 7.4 Enrolled, Tested and Valid Tests

1. 'enrolled' is defined as the number of tested and non-tested records
2. 'tested' is defined as the number of tested records
3. 'valid\_tests' is defined as the number of tested records with a proficiency level.

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<sup>19</sup> Records with blank or null proficiency levels are not included in these counts.

<sup>20</sup> If a school, district, or State does not have any Below Basic students and the sum of Basic, Proficient, and Advanced does not equal 100, then  $Basic = 100 - (\text{Percent Proficient} + \text{Percent Advanced})$ . Likewise, if a school, district, or State does not have any Below Basic or Basic students and the sum of Proficient and Advanced does not equal 100, then  $Proficient = 100 - (\text{Percent Advanced})$ .

Note: All counts are calculated after the excluded and multiple testing records have been removed from accountability.

## 8 Data Calculations for Numeric Files

### 8.1 Proficiency Percentages

The percentage of students at a given proficiency level = number of valid tests at that proficiency level/number of valid tests at all proficiency levels.

1. Percent Basic =  $\#Basic / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
2. Percent Proficient =  $\#Proficient / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
3. Percent Advanced =  $\#Advanced / (\#Below\ Basic + \#Basic + \#Proficient + \#Advanced)$ .
4. Percent Below Basic is calculated during the rounding process.

### 8.2 Rounding

The values of (Below Basic + Basic) and (Proficient + Advanced) will sum to 100. The steps for calculating each level are described below, and must be done in this order.

1. Separately round Advanced, Proficient, and Basic percentages to one decimal place.
2. Percent Below Basic =  $100 - (\text{Percent Basic} + \text{Percent Proficient} + \text{Percent Advanced})$ .<sup>21</sup>
3. Percent Proficient + Percent Advanced = sum of rounded values.
4. Percent Below Basic + Percent Basic =  $100 - (\text{Percent Proficient} + \text{Percent Advanced})$ .

### 8.3 Participation Rate

Participation Rate = number of students tested/number of students enrolled. This is calculated at the school, district, and State levels for the ALL group and each subgroup and subject. It is then rounded to the nearest whole percentage. This is done for a 1 year average, 2 year average<sup>22</sup>, and 3 year average<sup>23</sup>.

### 8.4 Graduation Rate<sup>24</sup>

Graduation Rate = graduates/graduation cohort. This is calculated at the school, district, and State levels. Some districts and certain schools may not have a Graduation Rate. The graduation rate is rounded to one decimal place.

### 8.5 Calculating Confidence Intervals (CI)

For each subgroup and subject listed in this section, CIs are calculated with the following equation. The first representation is in SAS code and the second representation is given by its formula.

<sup>21</sup> If a school, district, or State does not have any Below Basic students and the sum of Basic, Proficient, and Advanced does not equal 100, then Basic =  $100 - (\text{Percent Proficient} + \text{Percent Advanced})$ . Likewise, if a school, district, or State does not have any Below Basic or Basic students and the sum of Proficient and Advanced does not equal 100, then Proficient =  $100 - (\text{Percent Advanced})$ .

<sup>22</sup> 2 year average =  $(\text{Year 1 tested} + \text{Year 2 tested}) / (\text{Year 1 enrolled} + \text{Year 2 enrolled})$

<sup>23</sup> 3 Year Average =  $(\text{Year 1 tested} + \text{Year 2 tested} + \text{Year 3 tested}) / (\text{Year 1 enrolled} + \text{Year 2 enrolled} + \text{Year 3 enrolled})$

<sup>24</sup> Graduation rates for the current year are based on the previous year's results.

```

z95=probit(.975);
ucl95=round(100*(#Tested/(#Tested+z95**2)*(%P/A+(z95**2/(2*#Tested))+z95*sqrt(pThisYr*(1-
%P/A)/ #Tested +z95**2/(4* #Tested **2)))));

```

$$ucl95 = round \left( 100 \left( \frac{n}{n + Z_{95}^2} \left( p + \left( \frac{Z_{95}^2}{2n} \right) + Z_{95} \sqrt{\frac{p(1-p)}{n} + \frac{Z_{95}^2}{4n^2}} \right) \right) \right),$$

where n is the number of students tested,  $Z_{95} = 1.96$  from a standard normal distribution to have a 95% confidence interval, and p is the percentage of proficient and advanced students.

## 9 Accountability Designations

### 9.1 Achievement Determination Procedures

1. Participation Rate Test Eligibility: Determine whether or not there are 30 or more students with valid tests in the current year in the ALL group at the school, district, and State levels in the following subjects for the most recent year of data:
  - a. Grades 3-8 Math
  - b. Grades 3-8 RLA
  - c. Algebra I
  - d. Algebra II
  - e. English II
  - f. English III

If there are less than 30 valid tests, then the subject is not eligible for use in the Participation Rate Test.

2. Participation Rate Test: Determine whether or not there is a 95% Participation Rate (previously calculated) for the ALL group at the school, district, and State levels in the following subjects:
  - a. Grades 3-8 Math
  - b. Grades 3-8 RLA
  - c. Algebra I
  - d. Algebra II
  - e. English II
  - f. English III

If a school, district, or the State does not have a 95% Participation Rate in one or more subjects and it is eligible for these subjects for the most recent year of data, a 2 year average<sup>25</sup>, or 3 year average<sup>26</sup>, it FAILS the Participation Rate test and receives a result of MISS: IN NEED OF IMPROVEMENT.<sup>27</sup>

3. Achievement AMO Target Test Eligibility: If a subject at the school, district, or State level either 1) did not have 30 or more students with valid tests<sup>28</sup> in the ALL group at the time of setting a Target or 2) do not have 30 or more students with valid tests in the ALL group of the current school year, the subject is not eligible for the Achievement AMO Target Test. This applies to the following subjects:
  - a. Grade 3 Math
  - b. Grade 7 Math
  - c. Grade 3 RLA
  - d. Grade 7 RLA
  - e. Grades 3-8 Math
  - f. Grades 3-8 RLA
  - g. Algebra I
  - h. Algebra II

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<sup>25</sup> 2 year average = (Year 1 tested + Year 2 tested)/(Year 1 enrolled + Year 2 enrolled)

<sup>26</sup> 3 Year Average = (Year 1 tested + Year 2 tested + Year 3 tested)/(Year 1 enrolled + Year 2 enrolled + Year 3 enrolled)

<sup>27</sup> If you qualify for the current year test, you have the other tests regardless of whether or not you have enough students in the 2 and 3 year tests.

<sup>28</sup> In the case of Graduation Rate, this would be 30 or more students in the Graduation Cohort.

- i. English II
  - j. English III
  - k. Graduation Rate
4. Achievement AMO Target Test: If a subject at the school, district, or State level is eligible, then the following subjects are compared to the previously set AMO Target of Percent Proficient/Advanced. Each PASSES if the Percent Proficient/Advanced is equal to or greater than the Target.
- a. Grade 3 Math
  - b. Grade 7 Math
  - c. Grade 3 RLA
  - d. Grade 7 RLA
  - e. Grades 3-8 Math
  - f. Grades 3-8 RLA
  - g. Algebra I
  - h. Algebra II
  - i. English II
  - j. English III
  - k. Graduation Rate: Graduation Rate must be greater than or equal to Graduation Target.
5. Confidence Interval Safe Harbor: For each of the following subjects, the upper bound of the Confidence Interval must be greater than or equal to the target in order for the measure to PASS. The same eligibility requirements apply to this Safe Harbor as in the Achievement AMO Target Test.
- a. Grade 3 Math
  - b. Grade 7 Math
  - c. Grade 3 RLA
  - d. Grade 7 RLA
  - e. Grades 3-8 Math
  - f. Grades 3-8 RLA
  - g. Algebra I
  - h. Algebra II
  - i. English II
  - j. English III
6. TVAAS Safe Harbor: To PASS this Safe Harbor, a measure must measure must receive an index value of 1 or higher in the current year to meet the growth expectations for accountability **(new for 2014)**.

Since the following subjects have a value-added measure, they are used in the TVAAS Safe Harbor.

- a. Grade 3 Math (if available)
- b. Grade 3 RLA (if available)
- c. Grade 7 Math
- d. Grade 7 RLA
- e. Grades 4-8 Math
- f. Grades 4-8 RLA
- g. Algebra I
- h. Algebra II
- i. English II
- j. English III



7. Reduction in Percent Below-Proficient Safe Harbor: The following subjects must have a 10 percent (1 year), 19 percent (2 year), or 27 percent (3 year) reduction in (Percent Below Basic + Percent Basic) in order to PASS. The same eligibility requirements apply to this Safe Harbor as in the Participation Rate Test.
  - a. Grade 3 Math
  - b. Grade 7 Math
  - c. Grade 3 RLA
  - d. Grade 7 RLA
  - e. Grades 3-8 Math
  - f. Grades 3-8 RLA
  - g. Algebra I
  - h. Algebra II
  - i. English II
  - j. English III
8. Graduation Safe Harbor: A graduation rate that is greater than or equal to 95% for the year in question (note that graduation rates lag by one year) will qualify a district to PASS this safe harbor.
  - a. Graduation Rate
9. Improvement Test (Total): The same eligibility requirements apply to this Safe Harbor as in the Achievement AMO Target Test. A lesser penalty is awarded if a school, district, or the State improved in half or more of the following eligible subjects from the previous to current year:
  - a. Grade 3 Math
  - b. Grade 7 Math
  - c. Grade 3 RLA
  - d. Grade 7 RLA
  - e. Grades 3-8 Math
  - f. Grades 3-8 RLA
  - g. Algebra I
  - h. Algebra II
  - i. English II
  - j. English III
  - k. Graduation Rate
10. Improvement Test (Aggregate): The same eligibility requirements apply to this Safe Harbor as in the Achievement AMO Target Test. The lesser penalty is awarded if a school, district, or the State improved in 1) 3-8 Math and 2) 3-8 RLA and 3) half or more of the high school subjects listed below:
  - a. Elementary/Middle School Subjects
    - i. Grades 3-8 Math
    - ii. Grades 3-8 RLA
  - b. High School Subjects
    - i. Algebra I
    - ii. Algebra II
    - iii. English II
    - iv. English III
    - v. Graduation Rate

## 11. Achievement Designation Determination

- a. If the district PASSED the Participation Rate Test, and PASSED the majority of eligible Targets through either the AMO Target Test or any of the Safe Harbor Tests, and PASSED both of the Improvement Tests then the district receives an Achievement result = ACHIEVE.
- b. If the district PASSED the Participation Rate Test, and PASSED the majority of eligible Targets through either the AMO Target Test or any of the Safe Harbor Tests, and PASSED only one or neither of the Improvement Tests then the district receives an Achievement result = ACHIEVE: NOT EXEMPLARY.
- c. If the district PASSED the Participation Rate test, FAILED the AMO Target Test and FAILED the majority of the subjects through any Safe Harbor Tests but PASSED both of the Improvement Tests, then the district receives an Achievement result = MISS: INTERMEDIATE POSSIBLE.
- d. If the district FAILED the Participation Rate test, then the district receives an Achievement result = MISS: IN NEED OF IMPROVEMENT.
- e. If the district PASSED the Participation Rate test, but FAILED the AMO Target Test, and FAILED the majority of the subjects through any Safe Harbor Tests and FAILED one or both of the Improvement Tests, then the district receives an Achievement result = MISS: IN NEED OF IMPROVEMENT.

## 9.2 Gap Closure Determination Process

1. Subgroup Participation Rate Test Eligibility: Determine whether or not there are 30 or more students with valid tests in the following Racial/Ethnic Subgroups and Gap Subgroups at the school, district, and State levels in the following subjects for the most recent year of data:
  - a. Racial/Ethnic Subgroups
    - i. White
    - ii. Hispanic
    - iii. Black
    - iv. Native American/Alaskan Native
    - v. Asian
    - vi. Hawaiian/Pacific Islander
  - b. Gap Subgroups
    - i. Students with Disabilities (SWD)
    - ii. Economically Disadvantaged (ED)
    - iii. English Language Learners<sup>29</sup> (ELL)
  - c. Subjects
    - i. Grades 3-8 Math
    - ii. Grades 3-8 RLA
    - iii. Algebra I + Algebra II (combination subject)
    - iv. English II + English III (combination subject)
2. Subgroup Participation Rate Test: Determine whether or not there is a 95% Participation Rate at the school, district, and State levels in the following Racial/Ethnic Subgroups and Gap Subgroups at the

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<sup>29</sup> Student records marked as T1 or T2 are included in the ELL subgroup only if the ELL subgroup has greater than or equal to 30 students with valid scores.

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school, district, and State levels in the following subjects for the most recent year of data, a 2 year average<sup>30</sup>, and 3 year average<sup>31</sup>:

- a. Racial/Ethnic Subgroups
  - i. White
  - ii. Hispanic
  - iii. Black
  - iv. Native American/Alaskan Native
  - v. Asian
  - vi. Hawaiian/Pacific Islander
- b. Gap Subgroups
  - i. Students with Disabilities (SWD)
  - ii. Economically Disadvantaged (ED)
  - iii. English Language Learners<sup>32</sup> (ELL)
- c. Subjects
  - i. Grades 3-8 Math
  - ii. Grades 3-8 RLA
  - iii. Algebra I + Algebra II (combination subject)
  - iv. English II + English III (combination subject)

In order to PASS the Subgroup Participation Test, the entity must have a 95% participation rate (1, 2, or 3 year average) for every eligible subject/subgroup combination.

- 3. Subgroup Improvement Test: For the following groups and subjects with greater than or equal to 30 valid tests in the prior and current year, each is checked for whether they improved from the previous year Percent Proficient/Advanced.
  - a. Racial/Ethnic Subgroups
    - i. White
    - ii. Hispanic
    - iii. Black
    - iv. Native American/Alaskan Native
    - v. Asian
    - vi. Hawaiian/Pacific Islander
  - b. Gap Subgroups
    - i. Students with Disabilities (SWD)
    - ii. Economically Disadvantaged (ED)

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<sup>30</sup> 2 year average = (Year 1 tested + Year 2 tested)/(Year 1 enrolled + Year 2 enrolled)

<sup>31</sup> 3 Year Average = 2 year average = (Year 1 tested + Year 2 tested + Year 3 tested)/(Year 1 enrolled + Year 2 enrolled + Year 3 enrolled)

<sup>32</sup> Student records marked as T1 or T2 are included in the ELL subgroup only if the ELL subgroup has greater than or equal to 30 students with valid scores.

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- iii. English Language Learners<sup>33</sup> (ELL)
- c. Subjects
  - i. Grades 3-8 Math
  - ii. Grades 3-8 RLA
  - iii. Both Algebra I and Algebra II (individual subjects)
  - iv. Both English II and English III (individual subjects)

***(New for 2014) Added option for passing Subgroup Improvement Test***

The Gap Side of district accountability includes the Subgroup Improvement Test. While there are multiple pathways to the final determination of Need of Subgroup Improvement (INSI), if a district fails one or more subgroup improvement tests, their final designation is INSI or worse.

For each subgroup, a district must pass 50% of the eligible subjects<sup>34</sup>. Improvement of 3-8 Math and RLA is straightforward, however determining pass/fail of the End of Course (EOC) subjects is more complicated. For example, in order to pass the combined Algebra subject, you must separately pass both Algebra I and Algebra II.

The table below outlines an additional pathway to pass the Subgroup Improvement Test. Rather than needing to pass both Algebra I and Algebra II to pass the Algebra subject, they are instead treated separately. In the example provided, the district results are identical. The difference is in the way the EOC subjects are treated, and therefore, there is a difference in the total number of subjects.

Improvement Test Methods	
Current Method	Additional Pathway
<p>In order to PASS the Subgroup Improvement Test, each eligible subgroup must improve in at least <b><u>half of the available four measures</u></b> (Math, RLA, Algebra I/II, English II/III).</p> <p>To improve in Algebra I/II, the eligible subgroup must improve in both the individual subjects of Algebra I and Algebra II. The same applies for English II/III.</p>	<p>In order to PASS the Subgroup Improvement Test, each eligible subgroup must improve in at least <b><u>half of the available six measures</u></b> (Math, RLA, Algebra I, II, English II, III).</p>

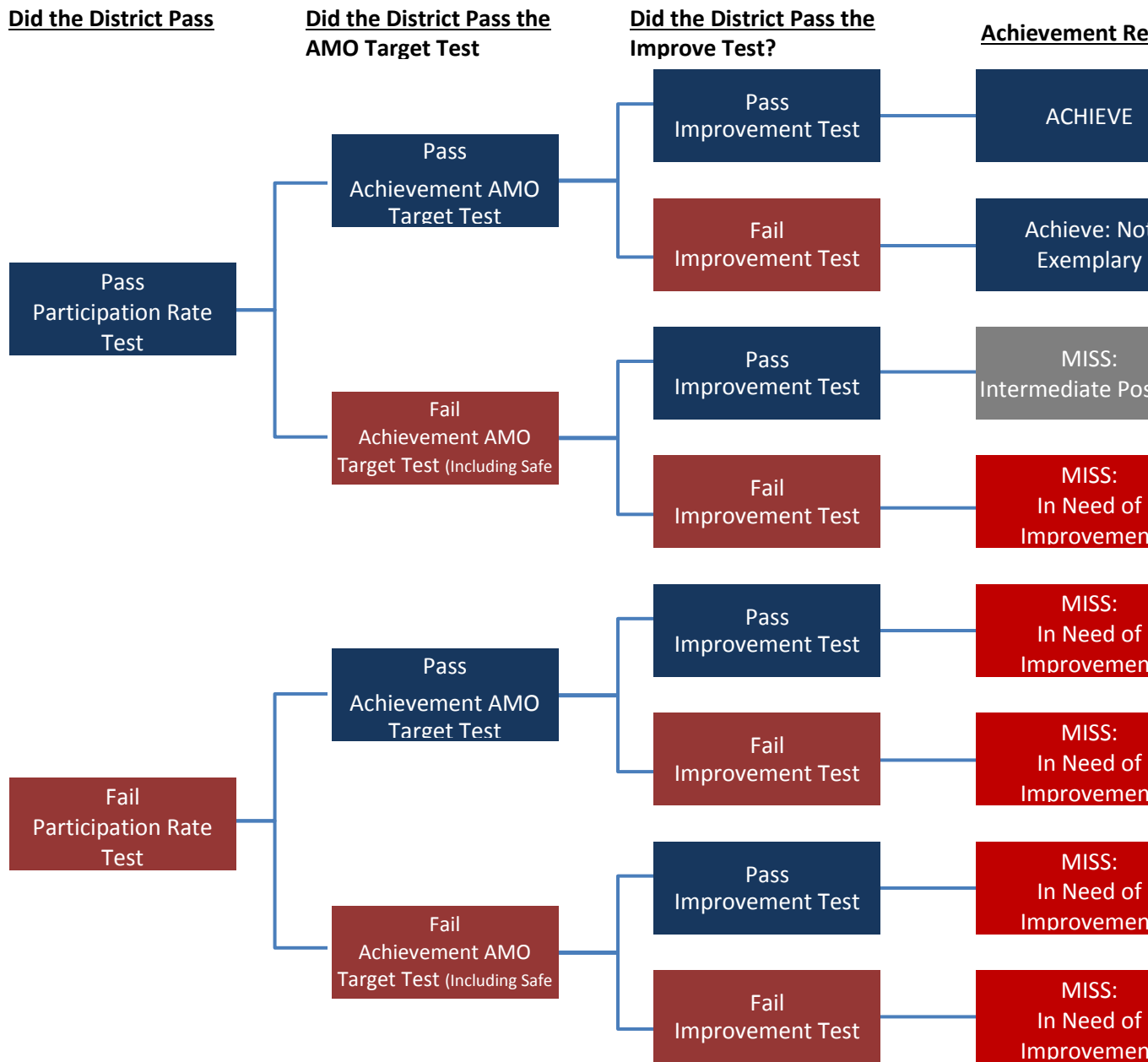
<sup>33</sup> Student records marked as T1 or T2 are included in the ELL subgroup only if the ELL subgroup has greater than or equal to 30 students with valid scores.

<sup>34</sup> Tables E1 and E2 in Appendix E provide the subjects and subgroups included in the Subgroup Improvement Test

District A: Example for Students with Disabilities				District A: Example for Students with Disabilities			
Subject	Improve/ Decline	Subject Status	Improvement Test Status	Subject	Improve/ Decline	Subject Status	Improvement Test Status
3-8 Math	Improve	Improve	Improve Percent =  25%  Status = Fail	3-8 Math	Improve	Improve	Improve Percent =  50%  Status = Pass
3-8 RLA	Decline	Decline		3-8 RLA	Decline	Decline	
Algebra I	Improve	Decline		Algebra I	Improve	Improve	
Algebra II	Decline			Algebra II	Decline	Decline	
English II	Improve	Decline		English II	Improve	Improve	
English III	Decline			English III	Decline	Decline	

This summary suggests adding this as an additional pathway rather than replace the current method.

Using last year's data, **Table D3** in **Appendix D** shows the number of instances where there were differences in outcomes between the current methodology and the additional pathway described above.



4. Gap AMO Target Test: Gaps are calculated by subtracting the percent Proficient/Advanced of the Gap Subgroup from the percent Proficient/Advanced of the Comparison Subgroup.

If a measure at the school, district, or State level (applies to both the gap subgroup and comparison subgroup) 1) had greater than or equal to 30 students with valid tests at the time the target was set, and 2) has greater than or equal to 30 students with valid tests in the current year, then the following subjects within the following groups are compared to the previously set Gap AMO Target. Each PASSES if the current gap is equal to or less than the Target (this includes negative gaps).

a. Groups for Gap AMO Target Test

- i. All students v. (Black + Hispanic + Native American)
- ii. Non-Economically Disadvantaged v. Economically Disadvantaged
- iii. Non-English Language Learners v. English Language Learners<sup>35</sup>
- iv. Students Without Disabilities v. Students With Disabilities

b. Subjects for Gap AMO Target Test

- i. 3-8 RLA
- ii. 3-8 Math
- iii. Algebra I + Algebra II (weighted)

Weighted Gap Calculation:

$$\frac{[(\text{Current Gap Alg I} * \text{\#of students in subgroup Alg I}) + (\text{Current Gap Alg II} * \text{\#of students in subgroup Alg II})]}{(\text{\#of students in subgroup Alg I} + \text{\#of students in subgroup Alg II})}$$
 Note that subject gaps are calculated before being applied to the weighting calculation.

- iv. English II + English III (weighted)

Weighted Gap Calculation:

$$\frac{[(\text{Current Gap Eng II} * \text{\#of students in subgroup Eng II}) + (\text{Current Gap Eng III} * \text{\#of students in subgroup Eng III})]}{(\text{\#of students in subgroup Eng II} + \text{\#of students in subgroup Eng III})}$$
 Note that subject gaps are calculated before being applied to the weighting calculation.

c. Gap Closure Safe Harbor

- i. The district can meet the Safe Harbor if the subgroup met or exceeded their subgroup target for that subject<sup>36</sup> AND the gap stayed the same or decreased<sup>37</sup>. Gaps and Subjects are described above in 4. b.
- ii. Subgroup targets are created based on the following equation:  $\text{Prior year \% P/A in the gap subgroup} + ((100 - \text{Prior year \% P/A in the gap subgroup}) / 16)$

In order to PASS the Gap AMO Target Test, the entity must meet the majority of eligible gap targets outright or with the gap closure safe harbor applied.

## 5. Gap Closure Designation Determination

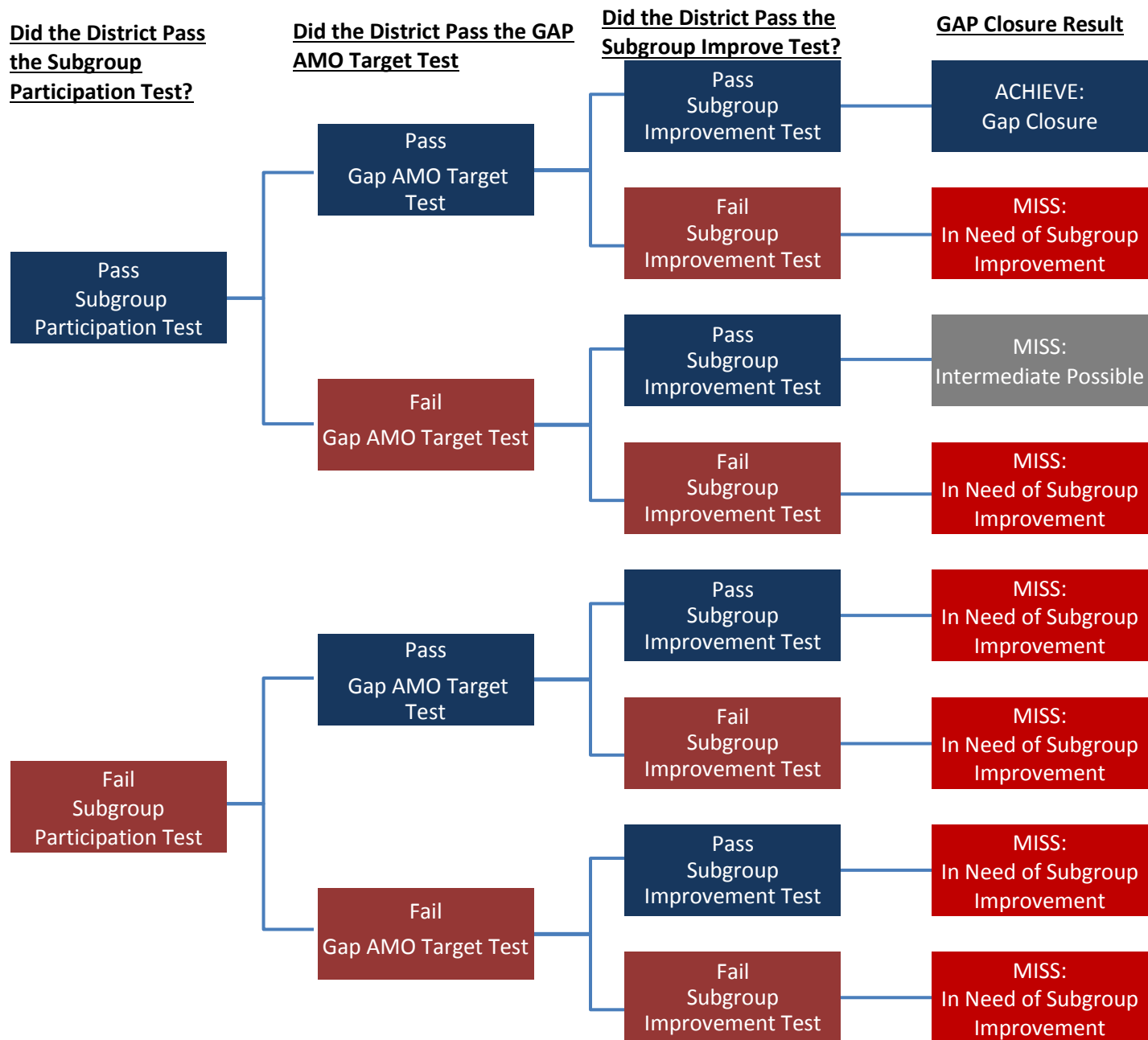
<sup>35</sup> Student records marked as T1 or T2 are included in the ELL subgroup only if the ELL subgroup has greater than or equal to 30 students with valid scores.

<sup>27</sup> For Algebra I/Algebra II and English II / English III, in order to meet the safe harbor a district must meet the subgroup target for all subjects with targets and any valid tests in the current year. In other words, even if there is only one student in, for example, Algebra I, that student must meet or exceed the target set using prior year's data in order to meet these criteria for this Safe Harbor.

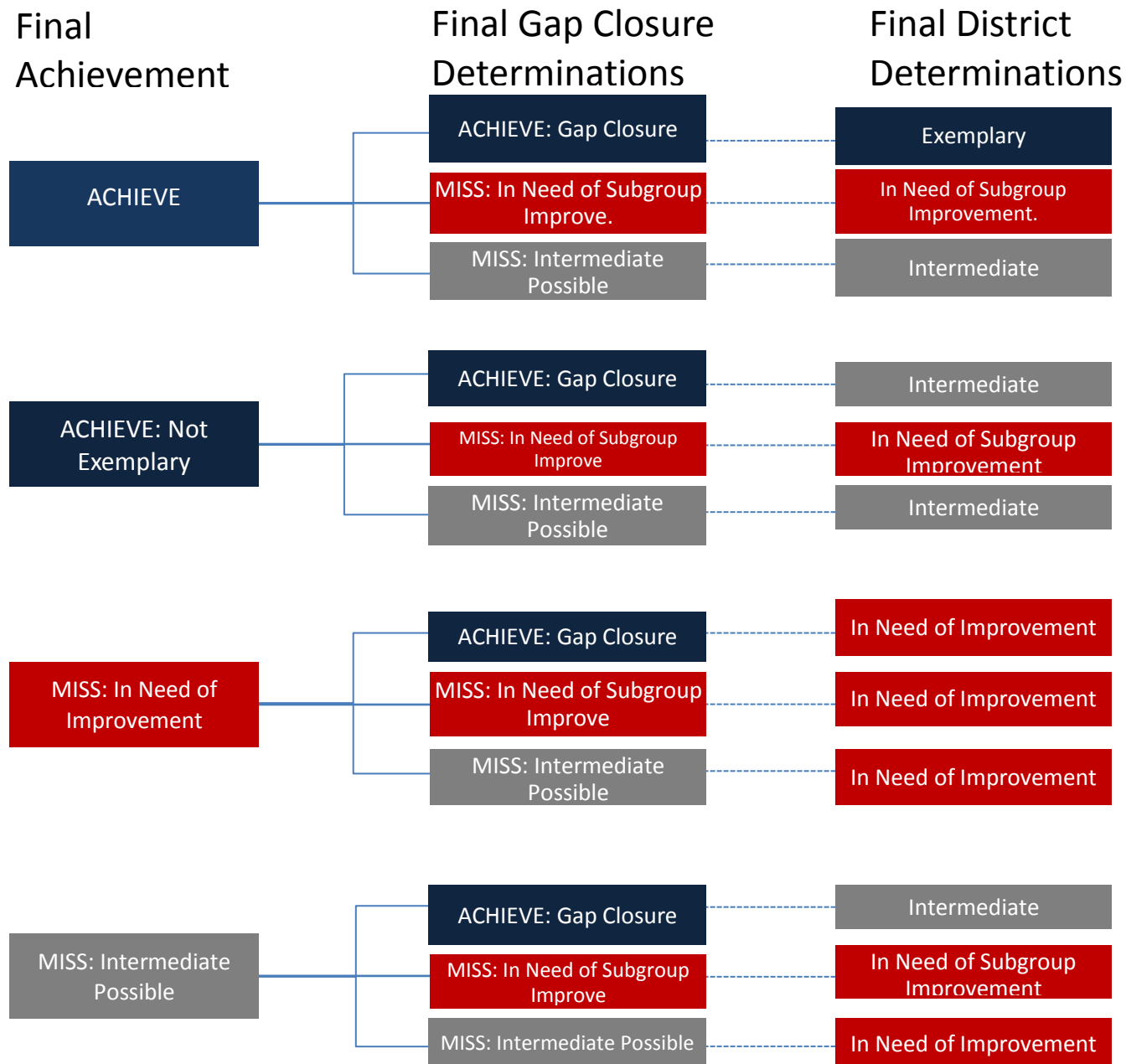
<sup>37</sup> The weighted Algebra I / Algebra II and English II / English III gaps should be used for gaps in those subjects.

- a. If the district FAILED the Subgroup Participation Test and/or the Subgroup Improvement Test, the district receives a Gap Closure result of: MISS: IN NEED OF SUBGROUP IMPROVEMENT.
- b. If the district PASSED the Subgroup Participation Rate Test, the Gap AMO Target Test after the Safe Harbor has been applied and the Subgroup Improvement Test, the district receives a Gap Closure result of: ACHIEVE.
- c. If the district PASSED the Subgroup Participation Rate Test, FAILED the Gap AMO Target Test after the Safe Harbor has been applied, but PASSED the Subgroup Improvement Test, the district receives a Gap Closure result of: MISS: INTERMEDIATE POSSIBLE.





6. Final District Determinations: The final determination file will provide districts with their final determination status and summarizes each component of the Accountability Model.
  - a. EXEMPLARY status:
    - i. If the district has the result of ACHIEVE for both the Achievement and Gap Closure portions of the Accountability process, then the district designation is EXEMPLARY.
  - b. INTERMEDIATE status:
    - i. If the district has the result of MISS: INTERMEDIATE POSSIBLE for the Achievement portion of the Accountability process, and ACHIEVE for the Gap Closure portion, then the district designation is INTERMEDIATE.
    - ii. If the district has the result of MISS: INTERMEDIATE POSSIBLE for the Gap Closure portion of the Accountability process, and ACHIEVE for the Achievement portion, then the district designation is INTERMEDIATE.
    - iii. If the district has the result of ACHIEVE: NOT EXEMPLARY for the Achievement portion of the Accountability process and either ACHIEVE or MISS: INTERMEDIATE POSSIBLE on the Gap Closure portion of the Accountability process, the designation is INTERMEDIATE.
  - c. IN NEED OF IMPROVEMENT status:
    - i. If the district has the result of MISS: IN NEED OF IMPROVEMENT for the Achievement portion of the Accountability process, then the district designation is IN NEED OF IMPROVEMENT regardless of their Gap Closure status.
    - ii. If the district has the result of MISS: INTERMEDIATE POSSIBLE for the Gap Closure portion of the Accountability process, and MISS: INTERMEDIATE POSSIBLE for the Achievement portion, then the district designation is IN NEED OF IMPROVEMENT.
  - d. IN NEED OF SUBGROUP IMPROVEMENT status:
    - i. If the district has the result of either ACHIEVE or MISS: INTERMEDIATE POSSIBLE or ACHIEVE: NOT EXEMPLARY on the Achievement portion of the Accountability process, and their Gap Closure status is MISS: IN NEED OF SUBGROUP IMPROVEMENT, then the district status is IN NEED OF SUBGROUP IMPROVEMENT.



## 10 Accountability Post-Processing

### 10.1 Accountability Appeals

Once Accountability data has been released to districts, an Accountability Appeals window will occur. If there are systematic errors, the appeals window will allow districts to appeal potential errors in the data as necessary and submit corrections.

#### 10.1.1 Incoming Appeals Files

If systematic errors are found, TDOE will send file(s) with the appealed corrections to SAS in preparation for the accountability appeals analysis.

- Appeal Corrections file(s)

#### 10.1.2 Appeal Process Deliverables

Once the file with the appealed corrections has been received, SAS will rerun the accountability analysis and complete a new set of accountability deliverables.

The files described in this section are provided to TDOE once the accountability appeals process is complete:

- Base Accountability files
- Numeric Accountability files
- Achievement Determination file
- Gap Determination file
- Subgroup Determination file
- Final Determination file
- Student Level file
- Exclusions file
- MAAS/Portfolio Student file
- MAAS/Portfolio Over Cap file
- Multiple Scores file

Appendix C lists all the accountability files and the structure description for each file.

### 10.2 Accountability Target Setting

There are three things that need to be modified for the target setting for 2014-2015.

- Memphis/Shelby are splitting into smaller districts
- ASD had grades in 2013-2014 that need to be removed from the actual accountability run since targets did not include them and they must be added back in for the target setting for next year.

- There are additional grades that the ASD will take over next year. Target files will be created for information purposes, but these are never used for targets.

The first two have to be done together and used for the actual targets. The third requires an additional run and will not be used for setting targets but rather informational purposes.

Business rules surround MAAS testing will remain the same.

The below table lists the grades that will be excluded from the initial 2014 accountability run. All grades listed in the last two columns will be included in the target setting files for the 2014-2015 school year.

School Number	School Name	2012-2013 Grades	2013-2014 Grades	Grades <b>Included</b> in 2014 Accountability	Grades <b>Excluded</b> in 2014 Accountability
8010	Cornerstone Prep - Lester Campus	PK-3	PK-5	3	4,5
8005	Brick Church College Prep	5	5,6	5	6
8015	Humes Preparatory Academy - Upper School	6	6,7,8	6	7,8

### 10.2.1 Incoming Target Setting Files

In order to set Accountability targets for the 2014-2015 school year, TDOE will send in the following files:

- Achievement School District mapping listing the schools and grades that will make up the 2014-2015 Achievement School District.
- Shelby United Mini-District file listing the schools that will be included in each mini-district.

### 10.2.2 Target Setting Deliverables

Once the incoming target setting files have been received, SAS will rerun the accountability analysis and complete a new set of accountability deliverables listed below.

- Base Accountability files
- Numeric Accountability files

Appendix C lists all the accountability files and the structure description for each file.



## Appendix A: List of Acronyms

Term	Definition
AMOs	Annual Measurable Objectives
CTE	Career Technical Schools
ELL	English Language Learner
ELSA	English Linguistically Simplified Assessment
EOC	End of Course
FD	Functionally Delayed
FTTT	First Time Test Taker
LEP	Limited English Proficiency
MAAS	Modified Academic Achievement Standards
TCAP	Tennessee Comprehensive Assessment Program
TDOE	Tennessee Department of Education



## Appendix B: Portfolio and MAAS Example

### Portfolio Reassignment Summary

1. Determine if state exceeded 1% cap.
2. Determine number of students needed to be reassigned to get state below cap.
3. Determine which systems in the state exceeded cap.
4. Determine number of students to reassign from each system:
  - a. Sort the systems in order by the greatest percentage exceeding cap
  - b. Select system with the greatest percentage.
  - c. Keep tally record of system selected.
  - d. Recalculate system percentage by subtracting one from numerator, denominator remains the same.
5. Repeat step 4 until count reaches number determined in step 2.
6. Create pool of students:
  - a. Select students that have proficient or advanced Portfolio levels from systems in step 4.
  - b. Determine which students are members of the fewest subgroups, (subgroup count)
  - c. Assign a random number to students.
  - d. Assigned a weighted random number to students in grades 3 and 7.
7. Sort pool of students by subgroup count, then random number.
8. Select students up to number tallied for each system.
9. Reassign proficient/advance students to basic.
10. Repeat steps 1-9 for each subject.

### MAAS Reassignment Summary

1. Determine district cap.
2. Determine if a district exceeded cap.
3. Determine number of students needed to be reassigned to get district below cap.
4. Determine which schools in this district exceeded district cap.
5. Determine number of students to reassign from each school:
  - a. Sort the schools in order by the greatest percentage exceeding cap
  - b. Select school with the greatest percentage.
  - c. Keep tally record of school selected.
  - d. Recalculate school percentage by subtracting one from numerator, denominator remains the same.
6. Repeat step 5 until count reaches number determined in step 3.
7. Create pool of students:
  - a. Select students that have proficient or advanced MAAS levels from schools in step 5.
  - b. Determine which students are members of the fewest subgroups (subgroup count)
  - c. Assign a random number to students.
  - d. Assign a weighted random number to students in grades 3 and 7.
8. Sort pool of students by subgroup count, then random number.
9. Select students up to number tallied for each school.
10. Reassign proficient/advance students to basic.
11. Repeat steps 1-10 for each subject.
12. Check if MAAS State Level is above the 3% cap.

## Portfolio and MAAS Randomization Processes

The processes for Portfolio and MAAS are very similar, except that Portfolio concentrates on the state level and MAAS concentrates on the system level.

### Portfolio Randomization Process

1. Determine if the state exceeded the 1% cap by counting all Portfolio records that are proficient or advanced and dividing by the total number of records per subject.

Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
Math	4,749	446,101	1.06%
Reading	4,781	446,160	1.07%
Algebra I	890	66,933	1.33%
English II	760	71,352	1.07%

2. The table above shows that the state is over the 1% cap in all four subjects. This appendix describes the steps taken for Algebra I.

For each subject above the cap, SAS determines the number of students needed to be reassigned to get state below cap. This value is calculated by multiplying the percent over the cap by the number enrolled.

**Note:** The percentages are rounded here for display purposes, but unrounded values are used to calculate the number to be reassigned.

Level	Subject	Percent Needed to Modify to Get Below Cap	Number Enrolled	Number of Records to be Reassigned
State	Math	$1.06 - 1.0 = .06$	446,101	288
State	Reading	$1.07 - 1.0 = .07$	446,160	320
State	Algebra I	$1.33 - 1.0 = .33$	66,933	221
State	English II	$1.07 - 1.0 = .07$	71,352	47

To get the state below the 1% cap ( $.0033 \times 66,933$ ), 221 Portfolio Algebra I records that are proficient or advanced must be modified.

3. SAS determines which systems in the state exceeded the cap. The percentages at the system level are determined in the same method as described in Step 1.

For example purposes, the five systems with the highest percentages are displayed for Algebra I, but all systems are included until the number of records to be reassigned has been met.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
Z	Algebra I	9	99	9.09%
B	Algebra I	26	350	7.42%
X	Algebra I	28	446	6.27%

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
A	Algebra I	5	88	5.68%
Y	Algebra I	4	118	3.39%

4. Determine number of students to reassign from each system.
- Sort the systems in order by the greatest percentage exceeding cap. The chart in step 3 is already sorted in descending order.
  - Select the system with the highest percentage.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
Z	Algebra I	9	99	9.09%

- c. Keep a tally record of the selected system.

System	Tally	Number of records needed
Z	1	$221 - 1 = 220$

- d. Recalculate system percentage by subtracting one from the numerator. The denominator remains the same.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
Z	Algebra I	8	99	8.08%

Now System Z has a 8.08 percent rate (8 divided by 99).

5. Repeat step 4 until the count reaches the number determined in step 2.

The systems are sorted again by the highest percentage. Since System Z still has the highest percentage, it is selected again. The tally for system Z is now 2.

System	Tally	Number of records needed
Z	1	$221 - 1 = 220$
Z	1	$220 - 1 = 219$

The percentage for System Z is recalculated.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
Z	Algebra I	7	99	7.07%

This time when the systems are sorted, System B has the highest percentage.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
B	Algebra I	26	350	7.42%
Z	Algebra I	7	99	7.07%
X	Algebra I	28	446	6.27%
A	Algebra I	5	88	5.68%
Y	Algebra I	4	118	3.39%

System B is selected and a tally is recorded.

System	Tally	Number of records needed
Z	1	$221 - 1 = 220$
Z	1	$220 - 1 = 219$
B	1	$219 - 1 = 218$

The percentage for System B is recalculated.

System	Subject	Number Proficient and Advanced	Number Enrolled	Portfolio Proficient/Advanced
B	Algebra I	25	350	7.14%

The pattern described in step 4 continues until the number required to get the state below the 1% cap is reached (221 in the case of Algebra I).

The following table displays the first 20 iterations (out of 221) to select the system.

	System	Subject	Number of Prof/Adv MAAS records	Number Enrolled	Recalculated Percentage
1	Z	Algebra I	9	99	9.09%
2	Z	Algebra I	8	99	8.08%
3	B	Algebra I	26	350	7.42%
4	B	Algebra I	25	350	7.14%
5	Z	Algebra I	7	99	7.07%
6	B	Algebra I	24	350	6.85%
7	B	Algebra I	23	350	6.57%
8	B	Algebra I	22	350	6.28%
9	X	Algebra I	28	446	6.27%
10	Z	Algebra I	6	99	6.06%
11	X	Algebra I	27	446	6.05%
12	B	Algebra I	21	350	6.00%

	System	Subject	Number of Prof/Adv MAAS records	Number Enrolled	Recalculated Percentage
13	X	Algebra I	26	446	5.83%
14	B	Algebra I	20	350	5.71%
15	A	Algebra I	5	88	5.68%
16	X	Algebra I	25	446	5.61%
17	B	Algebra I	19	350	5.43%
18	X	Algebra I	24	446	5.38%
19	X	Algebra I	23	446	5.16%
20	B	Algebra I	18	350	5.14%

At the end of the 20<sup>th</sup> iteration, the tally count would be:

System	Tally
Z	4
B	9
X	6
A	1

- Once the exact number of individual system records to pull to get the state below the 1% cap is known, a pool of students is created. This is accomplished by creating a subset of Portfolio records that are *proficient* or *advanced* from the systems selected above.

Each record is assigned a random number, along with a subgroup count, which is the total number of individual subgroups identified with the record.

- The records within each system are sorted by subgroup count, then random number. Records in grades 3 and 7 are assigned a weighted value, so they are selected last within each subgroup count. For example, records with the fewest subgroup count in grades 4, 5, 6, and 8 are randomly selected first. Then, records with the fewest subgroup count in grades 3 and 7 follow.
- Now that the records are sorted, records are selected by pulling the total number of records tallied from each system.
- The proficiency levels from the records pulled are reassigned from **Proficient** or **Advanced** to **Basic**.
- This process is repeated for each subject over the cap.

This completes the Portfolio portion. Since all systems are exempt, no additional records were modified to get the systems that are more than 1% below the cap.

SAS compiles two lists:

- All records that have been reassigned due to the 1% cap.
- All systems and schools that exceeded the 1% cap in any subject even if the state or system did not exceed the 1% cap.

## MAAS Randomization Process

### 1. Determine district cap.

A list of all MAAS systems and schools that are above the 2% cap in any subject is created. The Portfolio percentages are added to the MAAS percentages to determine if the 3% cap has been exceeded.

However, a system is allowed to exceed the 3% cap, if granted an exception to the 1% cap by the state (only by the amount of the exception). Since all systems are exempt from the 1% cap, the actual cap for each system must be determined.

For example if a system has exceeded the 1% cap by .3 and has received an exemption from the state, then the MAAS+Portfolio cap is now 3.3.

### 2. Determine if the district exceeded its cap by counting Portfolio records that are proficient or advanced, and counting total records per subject.

System	Subject	Portfolio Number Proficient/Advanced	Number Enrolled	Portfolio Proficient/Advanced
System A	Math	8	615	1.3%
System A	Reading	6	615	.98%

Count MAAS records that are proficient or advanced and a count total records per subject.

System	Subject	MAAS Number Proficient/Advanced	Number Enrolled	MAAS Proficient/Advanced
System A	Math	44	1692	2.6%
System A	Reading	38	1692	2.24%

Determine if the system has exceeded its cap.

Level	Subject	Portfolio Prof/Adv	MAAS Prof/Adv	Prof + MAAS Prof/Adv
System A	Math	1.3%	2.6%	3.9%
System A	Reading	.98%	2.24%	3.22%

### 3. Determine the number of students that must be reassigned to get the district below the cap by multiplying the percent over the cap by the number enrolled.

**Note:** The percentages are rounded here for display purposes, but unrounded values are used to calculate the number to be reassigned.

**Note:** System A has a cap of 3.3 instead of 3.0.

Level	Subject	Percent Needed to Modify to Get Below Cap	Number Enrolled	Number of MAAS Records to be Reassigned
System A	Math	$3.90 - 3.30 = .60$	1692	10
System A	Reading	$3.22 - 3.0 = .22$	1692	4

**Steps 4–10.**

To get the system below the cap, 10 MAAS Math records and four MAAS reading records that are proficient or advanced must be modified.

Now that the number of students needed to be reassigned to get the system below the cap has been determined, follow the procedure described in steps 4–10 under the Portfolio example.

The only difference is that now, the schools with the highest percentages (within each system) are selected, recalculated, and tallied until the number needed to get the system below the cap has been reached.

11. After the pool of students is created from the selected schools and the required number of records have been modified, the next step is to determine if the state exceeded the 3% MAAS cap.

Since the records from districts are reassigned before the state percentage is calculated, the state is normally below the cap in both Math and Reading, and additional records are not reassigned.

If the state was still above the cap after the system records were reassigned, records from the statewide population would be randomly selected, choosing those with the smallest subgroup count first (in grades 4, 5, 6 and 8), followed by grades 3 and 7.

## Appendix C: Accountability File Structure Description

This document outlines the purpose and structure of all accountability files and describes every variable in each file.

### Accountability Files

1. **Accountability Base Files:** displays school, district, or state level testing data at the subject/grade/subgroup level for all tested grades and subjects for the past three years; these files are produced at the state, system, and school level.  
**New for 2013-2014:** Graduation Rate
2. **Numeric Accountability Files:** displays data with all accountability rules applied and all data points used to make accountability determinations; these files are produced at the state, system, and school level.
3. **Achievement Determination File:** outlines why districts and schools arrive at a given accountability determination for achievement AMO targets.
4. **Gap Determination File:** outlines why districts and schools arrive at a given accountability determination for gap AMO targets.
5. **Subgroup Determination File:** outlines why districts and schools arrive at a given accountability determination as a result of subgroup data.
6. **Final Determination File:** provides districts with their final determination status and summarizes each component of accountability model; district only.

### Other Files Produced by SAS

1. **Student Level File:** produced by SAS and includes the scores used for all students in accountability determinations; the file also outlines which scores are excluded or changed due to business rules (e.g. MAAS reassignment, multiple scores).
2. **Exclusions File:** The file includes all the records that were excluded from accountability determinations. The file also lists the reason for the exclusion.
3. **MAAS/Portfolio Student File:** The file includes all records that are reassigned based on the MAAS/Portfolio reassignment business rules.
4. **Portfolio Systems/Schools Over Cap File:** The file includes all systems and schools that exceeded the 1% cap of proficient/advanced portfolio students.
5. **MAAS Systems/Schools Over 3% cap:** The file includes all systems and schools that exceeded the 3% cap of proficient/advanced portfolio and MAAS students.
6. **Multiple Scores File:** The file includes all records from students with multiple scores and indicates why a given score was chosen/excluded.



## 1. Accountability Base file

**Purpose:** Display school, district, or state level testing data at the subject/grade/subgroup level for all tested grades and subjects for the past three years. These files are created after all rules in the “Data Preparations for Base Files” section of the business rules are applied.

**Versions:** State, District, School

### Description of Variables

**year:** values for the three most recent years; 2013-14 is displayed as 2014

**system:** system ID number

**system\_name:** system name

**school:** school ID number

**school\_name:** school name

**subject:** subject name; in the base files all subjects with testing data are included:

- Math
- RLA
- Science
- Social Studies
- Algebra I
- Algebra II
- English I
- English II
- English III
- Biology I
- US History
- Chemistry<sup>38</sup>
- Graduation<sup>39</sup> **(new for 2014)**

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<sup>38</sup> Chemistry will be added to the base file once the cut scores have been determined so that proficiency levels are properly assigned. (July, 2014)

**grade:** Grade level:

- All Grades
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Missing Grade

**subgroup:** Subgroup:

- All Students
- White
- Hispanic
- Black
- Asian
- Native American
- Hawaiian or Pacific Islander
- Economically Disadvantaged

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<sup>39</sup> Add graduation rate (for “All Grades”). This is important to school accountability coding, TDOE will no longer pull in a graduation file and instead use the Base file for all school coding. This will need to be done at the subgroup level, also.

- Students with Disabilities
- English Language Learners
- English Language Learners with T1/T2
- Non- English Language Learners
- Non-English Language Learners /T1 or T2

**enrolled:** Number of students enrolled in the subgroup/grade/subject

**tested:** Number of students tested in the subgroup/grade/subject

**valid\_tests:** Number of students with valid scores of Below Basic, Basic, Proficient, or Advanced in the subgroup/grade/subject

**n\_below\_bsc:** Number of students with a valid score of Below Basic in the subgroup/grade/subject

**n\_bsc:** Number of students with a valid score of Basic in the subgroup/grade/subject

**n\_prof:** Number of students with a valid score of Proficient in the subgroup/grade/subject

**n\_adv:** Number of students with a valid score of Advanced in the subgroup/grade/subject

**pct\_below\_bsc:** Percent of valid scores that are Below Basic in the subgroup/grade/subject

**pct\_bsc:** Percent of valid scores that are Basic in the subgroup/grade/subject

**pct\_prof:** Percent of valid scores that are Proficient in the subgroup/grade/subject

**pct\_adv:** Percent of valid scores that are Advanced in the subgroup/grade/subject

**pct\_bsc\_and\_below:** Percent of valid scores that are Below Basic OR Basic in the subgroup/grade/subject

**pct\_prof\_adv:** Percent of valid scores that are Proficient OR Advanced in the subgroup/grade/subject

**graduation\_rate:** graduation rate for 'All Grades' and at the subgroup level for three years **(new for 2014)**

## 2. Numeric Accountability Files

**New for 2014:** Increase years of data shown from two years to three.

**Purpose:** Displays data with all accountability rules (e.g. Algebra I scores included in Math counts where applicable) applied and all data points used to make accountability determinations; these files include the three most recent years of data. In 2014, this will include 2012, 2013 and 2014.

**Versions:** State, District, School

### Description of Variables

**year:** values for the three most recent years; 2013-14 is displayed as 2014

**system:** system ID number

**system\_name:** system name

**school:** school ID number

**school\_name:** school name

**subject:** subject name; in the numeric files only subjects with testing data are included. These subjects reflect rules for where missing grade scores and middle school EOC scores are included.

- Math
- RLA
- Algebra I
- Algebra II
- English II
- English III
- Algebra I + Algebra II ; only the number of valid tests, participation rate, gap targets, and current gaps have values on these rows
- English II + English III ; only the number of valid tests, participation rate, gap targets, and current gaps have values on these rows
- Graduation Rate; only grad\_cohort, grad\_count, and grad\_rate have values on these rows

**grade:** All Grades (all)

- 3<sup>rd</sup>; values for Math and RLA
- 7<sup>th</sup>; values for Math and RLA
- 3<sup>rd</sup> Grade through 8<sup>th</sup> Grade; values for Math and RLA

- 9<sup>th</sup> Grade through 12<sup>th</sup> Grade; values for Algebra I, Algebra II, English II, English III, Algebra I + Algebra II, English II + English III, Graduation Rate

**subgroup:**

- All Students
- White
- Hispanic
- Black
- Asian
- Native American
- Hawaiian or Pacific Islander
- Economically Disadvantaged
- Students with Disabilities
- English Language Learners; rule applied for whether to include T 1/T2
- Black/Hispanic/Native American
- Non- English Language Learners ; rule applied for whether to include T1/T2
- Non-Economically Disadvantaged
- Non-Students with Disabilities

**participation\_rate\_1yr:** percent tested according to business rules (1 year)

**participation\_rate\_2yr:** percent tested according to business rules (2 years)

**participation\_rate\_3yr:** percent tested according to business rules (3 years)

**valid\_tests:** Number of students with valid scores of Below Basic, Basic, Proficient, or Advanced in the subgroup/grade/subject

**n\_below\_bsc:** Number of students with a valid score of Below Basic in the subgroup/grade/subject

**n\_bsc:** Number of students with a valid score of Basic in the subgroup/grade/subject

**n\_prof:** Number of students with a valid score of Proficient in the subgroup/grade/subject

**n\_adv:** Number of students with a valid score of Advanced in the subgroup/grade/subject

**pct\_below\_bsc:** Percent of valid scores that are Below Basic in the subgroup/grade/subject

**pct\_ bsc:** Percent of valid scores that are Basic in the subgroup/grade/subject

**pct\_ prof:** Percent of valid scores that are Proficient in the subgroup/grade/subject

**pct\_ adv:** Percent of valid scores that are Advanced in the subgroup/grade/subject

**pct\_ bsc\_and\_below:** Percent of valid scores that are Below Basic OR Basic in the subgroup/grade/subject

**pct\_ prof\_adv:** Percent of valid scores that are Proficient OR Advanced in the subgroup/grade/subject

**amo\_target:** Achievement AMO target set for the year indicated in the row; for example, if a target of 62.1% Proficient/Advanced was set for 2013-14 in a given subject, that value would appear on the 2014 line for that subject

**gap\_size:** The gap size in the current year; values should only be included in rows for ED, SWD, ELL, and BHN for 3<sup>rd</sup> through 8<sup>th</sup> Reading and Math, English II, English III, Algebra I, Algebra II, English II+ English III , and Algebra I + Algebra II (only show gap size when both the gap and comparison groups have at least one valid test)

**gap\_target:** Gap target set for the year indicated in the row; for example, if a gap target of 2.1% was set for 2013-14 in a given subject, that value would appear on the 2014 line for that subject

**grad\_cohort:** The number of students in the graduation cohort (for 2014, this would be the 2012-13 grad cohort); only rows with the subject grad\_rate should have values in this column

**grad\_count:** The number of students that graduated on time (for 2014, this would be the 2012-13 grad count); only rows with the subject grad\_rate should have values in this column

**grad\_rate:** Graduation Rate (for 2014, this would be the 2012-13 graduation rate); only rows with the subject grad\_rate should have values in this column

**tvaas:** TVAAS index value used in this calculation if applicable.

**upper\_bound\_ci:** the upper bound of the 95% confidence interval used for safe harbor

**red\_perc\_below\_or\_bsc\_1yr:** Reduction in the percentage Below Basic or Basic (compared to previous year)

**red\_perc\_below\_or\_bsc\_2yr:** Reduction in the percentage Below Basic or Basic (compared to two years prior)

**red\_perc\_below\_or\_bsc\_3yr:** Reduction in the percentage Below Basic or Basic (compared to three years prior)

**year\_to\_year\_diff:** Difference in percent Proficient or Advanced from prior year (positive values indicate an increase, negative values indicate a decrease)<sup>40</sup>

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<sup>40</sup> Year to Year Difference values are blank for the combination subjects of 'Algebra I + Algebra II' and 'English II + English III'

### 3. Achievement Determination File

**Purpose:** Outline why districts and schools arrive at a given accountability determination for achievement AMO targets.

**Versions:** District, School<sup>41</sup>

#### Description of Variables

**system:** system ID number

**system\_name:** system name

**subject:** subject name; only subjects with achievement AMOs are included

- Math
- RLA
- Algebra I
- Algebra II
- English II
- English III
- Graduation Rate

**grade:**

- 3<sup>rd</sup>; values for Math and RLA
- 7<sup>th</sup>; values for Math and RLA
- 3<sup>rd</sup> through 8<sup>th</sup> Grade; values for Math and RLA
- 9<sup>th</sup> through 12<sup>th</sup>; values for Algebra I, Algebra II, English II, English III, and Graduation Rate

**eligibility\_participation:** Whether a determination will be made for participation rate in a given subject

- 1: there are greater than or equal to 30 valid test scores in the subject in the current year
- 0: all other cases (all remaining columns should be blank in these rows)
- ' ': 3<sup>rd</sup> and 7<sup>th</sup> grade will receive a blank value

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<sup>41</sup> Only District versions result in a final accountability determination but School versions are needed to meet federal reporting requirements



**participation:** Whether the 95% participation rate threshold was met for the subject

- 1: the participation rate is 95% or higher
- 0: the participation rate is less than 95%

**eligibility\_amo:** Whether a determination will be made on a given target

- 1: there are greater than or equal to 30 valid test scores in the subject in both the current year and the previous year AND there is a target
- 0: all other cases (all remaining columns should be blank in these rows)

**amo\_test:** Whether the AMO target was met prior to applying safe harbors

- 1: AMO target was met or exceeded
- 0: AMO target was not met

**sh\_tvaas:** Whether the TVAAS safe harbor was met

- 1: TVAAS safe harbor was met
- 0: TVAAS safe harbor was not met

**sh\_ci:** Whether the 95% confidence interval safe harbor is met

- 1: the upper bound of the 95% confidence interval meets or exceeds the target
- 0: the upper bound of the 95% confidence interval is less than the target

**sh\_10\_perc:** Whether the safe harbor for reducing the percent of students scoring Below Basic or Basic by 10 percent compared to the prior year was met

- 1: the reduction was 10 percent or greater
- 0: the reduction was less than 10 percent

**sh\_19\_perc:** Whether the safe harbor for reducing the percent of students scoring Below Basic or Basic by 10 percent compared to two years prior was met

- 1: the reduction was 19 percent or greater
- 0: the reduction was less than 19 percent

**sh\_27\_perc:** Whether the safe harbor for reducing the percent of students scoring Below Basic or Basic by 27 percent compared to three years prior was met

- 1: the reduction was 27 percent or greater
- 0: the reduction was less than 27 percent

**sh\_grad\_rate:** Whether the grad rate safe harbor was met (only includes values in graduation rate rows)

- 1: Graduation rate is 95% or higher
- 0: Graduation rate is less than 95%

**amo\_test\_with\_sh:** Whether the target was met outright or with any of the available safe harbors

- 1: the target was met outright or with any of the safe harbors (value of 1 for amo\_test or any of the safe harbors)
- 0: the target was not met outright or with any of the safe harbors (value of 0 for amo\_test and all of the safe harbors)

**improved:** Whether the percent of students scoring proficient or advanced improved or stayed the same/declined

- 1: percent Proficient/Advanced improved compared to the prior year
- 0: percent Proficient/Advanced declined or stayed the same compared to the prior year

#### 4. Gap Determination File

**Purpose:** Outline why districts arrive at a given accountability determination for gap AMO targets.

**Versions:** District, School<sup>42</sup>

##### Description of Variables

**system:** system ID number

**system\_name:** system name

**subject:** subject name; in the numeric files only subjects with testing data are included

- Math
- RLA
- Algebra I + Algebra II
- English II + English III

**grade:**

- 3<sup>rd</sup> Grade through 8<sup>th</sup> Grade (3\_through\_8); values for Math and RLA
- 9<sup>th</sup> Grade through 12<sup>th</sup> Grade (9\_through\_12); values for Algebra I + Algebra II, English II + English III

**comparison:** the subgroup and comparison group used in each gap:

- Black/Hispanic/Native American vs. All
- ELL vs. Non-ELL
- Students with Disabilities vs. Students without Disabilities
- Economically Disadvantaged vs. Non-Economically Disadvantaged

**eligibility:** Whether a determination will be made for that gap target

- 1: there is a target from the prior year and the number of valid tests threshold of 30 is met for both the prior and current years for both the subgroup and comparison group
- 0: all other cases (all subsequent columns should be blank in these rows)

---

<sup>42</sup> Only District versions result in a final accountability determination but School versions are needed to meet federal reporting requirements

**gap\_closure\_amo:** Whether the eligible gap target was met

- 1: the actual gap is less than or equal to the gap target
- 0: the actual gap is greater than the gap target

**gap\_sh:** Whether a district meets the gap safe harbor provision for the given target

- 1: The district meets the safe harbor because the subgroup included in the gap met or exceeded their subgroup target for that subject<sup>43</sup> AND the gap stayed the same or decreased<sup>44</sup>.
- 2: The district does not meet the requirements for safe harbor for the given gap

**gap\_closure\_with\_sh:** Whether a district met their gap target or met the gap safe harbor provision

- 1: the gap target was met outright or with the safe harbor provision.
- 0: the target was not met outright or with the safe harbor provision.

---

<sup>43</sup> For Algebra I/Algebra II and English II / English III, in order to meet the safe harbor a district must meet the subgroup target for all subjects with valid targets (both subjects or one subject if the other does not have a valid target).

<sup>44</sup> The weighted Algebra I / Algebra II and English II / English III gaps should be used for determining whether the gap stayed the same or decreased in those subjects.

## 5. Subgroup Determination File

**Purpose:** Outline why districts arrive at a given accountability determination as a result of subgroup data.

**Versions:** District, School<sup>45</sup>

### Description of Variables

**system:** system ID number

**system\_name:** system name

**subject:** subject name; only subjects that are part of gap AMOs are included

- Math
- RLA
- Algebra I ; does not have values for participation rate eligibility and participation rate test
- Algebra II ; does not have values for participation rate eligibility and participation rate test
- Algebra I + Algebra II; only has values for participation rate eligibility and participation rate test<sup>46</sup>
- English II ; does not have values for participation rate eligibility and participation rate test
- English III ; does not have values for participation rate eligibility and participation rate test
- English II + English III; only has values for participation rate eligibility and participation rate test<sup>47</sup>

**grade:** All Grades (all)

- 3<sup>rd</sup> through 8<sup>th</sup> ; values for Math and RLA
- 9<sup>th</sup> through 12<sup>th</sup> Grade; values for Algebra I, Algebra II, Algebra I + Algebra II, English II, English III, English II + English III

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<sup>45</sup> Only District versions result in a final accountability determination but School versions are needed to meet federal reporting requirements

<sup>46</sup> Eligibility\_participation and Improved columns are now used for the additional pathway for subgroup improvement. If Algebra I or Algebra II or both are eligible, then a value of 1 is placed in the *Algebra I + Algebra II* eligibility\_participation column. If the subgroup improved in both Algebra I and Algebra II, a 1 is placed in the Improved column.

<sup>47</sup> Eligibility\_participation and Improved columns are now used for the additional pathway for subgroup improvement. If English II or English III or both are eligible, then a value of 1 is placed in the *English II + English III* eligibility\_participation column. If the subgroup improved in both English II and English III, a 1 is placed in the Improved column.

**subgroup:**

- White
- Hispanic
- Black
- Asian
- Native American
- Hawaiian or Pacific Islander
- Economically Disadvantaged
- Students with Disabilities
- English Language Learners

**eligibility\_participation:** Whether there are 30 valid test scores at the subject/subgroup level in the current year

- 1: there are 30 or more valid test scores at the subject/subgroup level
- 0: there are 29 or fewer valid test scores at the subject/subgroup level (all subsequent columns should be blank in these cases)

**participation\_1yr:** Whether the subgroup participation rate threshold is met for the given subject/subgroup for the current year

- 1: the participation rate for the subject/subgroup is 95% or higher
- 0: the participation rate for the subject/subgroup is less than 95%

**participation\_2yr:** Whether the subgroup participation rate threshold is met for the given subject/subgroup for the current year

- 1: the participation rate for the subject/subgroup is 95% or higher
- 0: the participation rate for the subject/subgroup is less than 95%

**participation\_3yr:** Whether the subgroup participation rate threshold is met for the given subject/subgroup for the current year

- 1: the participation rate for the subject/subgroup is 95% or higher
- 0: the participation rate for the subject/subgroup is less than 95%

**eligibility\_improvement:** Whether the subgroup had greater than or equal to 30 valid scores in the prior and current year in the given grade/subject.

- 1: the subgroup has greater than or equal to 30 valid scores in both years and is thus held accountable for whether the subgroup improved or declined
- 0: the subgroup has fewer than 30 valid scores in the prior year, the current year, or both in the given grade/subject; the next column should be blank in these cases.

**New for 2014:** Instead of blanks being returned next to combined subjects, this would be filled in with rules that align with the additional pathway for subgroup improvement.

**For combination subjects:**

For the combination subject '*Algebra I + Algebra II*', If the individual subject of Algebra I is eligible **OR** the individual subject of Algebra II is eligible (or both individual subjects are eligible), then a value of '1' is returned.

A value of '0' is returned if the individual subject of Algebra I is ineligible **AND** the individual subject of Algebra II is also ineligible. (The same rules apply for the combination subject of '*English II + English III*') )

**improved :** Whether the percent of students in the subject/subgroup scoring Proficient or Advanced is greater than the percent scoring Proficient or Advanced in the previous year

- 1: the percent of students scoring Proficient or Advanced in the subgroup/subject during the current year is greater than the percent scoring Proficient or Advanced in the previous year
- 0: the percent of students scoring Proficient or Advanced in the subgroup/subject during the current year is less than or equal to the percent scoring Proficient or Advanced in the previous year

**New for 2014:** Instead of blanks being returned next to combined subjects, this would be filled in with rules that align with the additional pathway for subgroup improvement.

**For combination subjects:**

For the combination subject '*Algebra I + Algebra II*':

In cases where both individual subjects are eligible:

If the individual subject of Algebra I improved **AND** the individual subject of Algebra II improved, then a value of '1' is returned.

A value of '0' is returned if the individual subject of Algebra I declined **OR** the individual subject of Algebra II declined (or both individual subjects declined),

In cases where only one of the individual subjects are eligible:

If only one individual subject is eligible and this individual subject improved, then a value of '1' is returned.

If only one individual subject is eligible and this individual subject declined, then a value of '0' is returned.

(The same rules apply for the combination subject of 'English II + English III') .



## 6. Final Determination File

**Purpose:** provides districts with their final determination status and summarizes each component of the accountability model.

**Versions:** District

### Description of Variables

**system:** District ID number

**system\_name:** District name

**participation\_rate\_test\_achievement:** Whether the district passes the participation test for achievement.

- **Pass:** For every eligible subject, the district has at least a 95% participation rate over the past year, two years, or three years.
- **Fail:** The district does *not* meet the 95% participation rate threshold using 1,2, or 3 year participation rates in at least one eligible subject .

**achievement\_amo\_test:** Whether the district meets the majority of eligible achievement targets after all safe harbor rules have been applied.

- **Pass:** The district meets a majority of eligible achievement targets after all safe harbor rules have been applied.
- **Fail:** The district meets half or fewer of their eligible achievement targets after all safe harbor rules have been applied.

**improvement\_test\_total:** Whether the district improved in at least half of eligible subjects

- **Pass:** The district improved in at least half of eligible subjects.
- **Fail:** The district improved in fewer than half of eligible subjects.

**improvement\_test\_aggregate:** Whether the district improved in all aggregate measures (3-8 Math, 3-8 RLA, at least half of high school measures).

- **Pass:** The district improved in 3-8 Math, 3-8 RLA, *and* the majority of high school measures
- **Fail:** The district did *not* improve in at least one of the aggregate measures (3-8 Math, 3-8 RLA, or the majority of high school measures)

**subgroup\_participation\_test:** Whether the district had a 95% participation rate (1, 2, or 3 years) for every subject/subgroup combination.

- **Pass:** For every eligible subgroup/subject combination, the district has at least a 95% participation rate for the 1-, 2-, and/or 3-year averages.
- **Fail:** The district does *not* meet the 95% participation rate threshold using 1-, 2-, and 3-year participation rates in at least one subject/subgroup combination.

**subgroup\_improvement\_combined:** Whether the district improved in at least half of the available measures (Math, RLA, Algebra I/II, English II/III<sup>48</sup>) (new for 2014)

- **Pass:** All eligible subgroups improved in at least half of eligible measures.
- **Fail:** At least one eligible subgroup improved in fewer than half of eligible measures.

**subgroup\_improvement\_separate:** Whether the district improved in at least half of the available six measures (Math, RLA, Algebra I, II, English II, III). (new for 2014)

- **Pass:** All eligible subgroups improved in at least half of eligible measures.
- **Fail:** At least one eligible subgroup improved in fewer than half of eligible measures.

**subgroup\_improvement\_overall:** whether the district passed either the subgroup combined or subgroup separate method:

- **Pass:** The district passed at least one method (subgroup\_improvement\_combined or subgroup\_improvement\_separate).
- **Fail:** The district failed both the subgroup\_improvement\_combined AND subgroup\_improvement\_separate methods.

**gap\_target\_test:** Whether the district met the majority of eligible gap targets outright or with the gap safe harbor applied.

- **Pass:** The district meets a majority of eligible gap targets outright or with the gap safe harbor applied.
- **Fail:** The district meets half or fewer of their eligible gap targets outright or with the gap safe harbor applied.

**achievement\_status:** Describes the district's overall achievement status.

- **Achieve:** the district passed the participation rate test, passed the achievement target test, and passed both improvement tests.

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<sup>48</sup> In order to be considered "improved" in Algebra I + Algebra II or English II + English III, a district must improve in both subjects.

- **Achieve – Not Exemplary:** the district passed the participation rate test, passed the achievement target test, and failed one or both improvement tests.
- **Miss – In Need of Improvement:** the district failed the participation rate test OR the district met the participation rate test, failed the achievement target test, and failed either the total or aggregate improvement test or both the total and aggregate improvement tests.
- **Miss – Intermediate Possible:** the district met the participation rate test, failed the achievement target test, and passed both the total and aggregate improvement tests.

**gap\_status:** Describes the district’s overall gap status.

- **Achieve:** the district passed the participation rate test, passed the gap target test, and passed the subgroup improvement test.
- **Miss – In Need of Subgroup Improvement:** the district failed the subgroup participation rate test and/or the subgroup improvement test<sup>49</sup>.
- **Miss – Intermediate Possible:** the district met the participation rate test, failed the gap target test, and passed the subgroup improvement test.

**final\_determination:** Describes the district’s final determination.

- **Exemplary:** the district has a status of “Achieve” for both their achievement status and their gap status.
- **Intermediate:** The district has “Miss-Intermediate Possible” for their achievement status and “Achieve” for their gap status  
OR  
The district has “Miss-Intermediate Possible” for their gap status and “Achieve” for their achievement status  
OR  
The district has “Achieve-Not Exemplary” for their achievement status and either “Miss-Intermediate Possible” or “Achieve” for their gap status.
- **In Need of Improvement:** The district has a status of “Miss-In Need of Improvement” for their achievement status and any gap status  
OR  
The district has a status of “Miss-Intermediate Possible” for both their gap status and their achievement status.

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<sup>49</sup> This applies whether or not the district passed the gap target test

- **In Need of Subgroup Improvement:** the district receives a status of “Miss – In Need of Subgroup Improvement” for their gap status and either “Miss – Intermediate Possible” or “Achieve” or “Achieve – Not Exemplary” for their achievement status.

**subgroups\_in\_need\_of\_improvement:** lists all of the subgroups for which the district failed either the subgroup participation rate and/or the subgroup improved overall test.

**New for 2014:** For those In Need of Subgroup Improvement, create a dummy variable for each subgroup (rather than put all of them in one cell).

A separate column for each subgroup will appear as follows:

- white\_subgroup\_needs\_imp
- hispanic\_subgroup\_needs\_imp
- black\_subgroup\_needs\_imp
- asian\_subgroup\_needs\_imp
- na\_subgroup\_needs\_imp
- hpi\_subgroup\_needs\_imp
- ED\_subgroup\_needs\_imp
- SWD\_subgroup\_needs\_imp
- ELL\_subgroup\_needs\_imp

## 7. Student Level File

**Purpose:** The file includes the scores used for all students in the accountability determinations.

**Versions:** Student

### Description of Variables

**SEQ\_Code:** Internal code used by SAS to identify each student.

**System:** District ID number

**System\_Name:** District name

**School:** School ID number

**School\_Name:** School name

**Test:** Test name

**Original\_Subject:** Original subject listed in the assessment data

**Subject:** Subject used in accountability calculations

**Original\_Proficiency\_Level:** Original proficiency level listed in the assessment data

**Proficiency\_Level:** Proficiency level used in accountability calculations

**Tested:** Whether a student is tested in a test/subject/grade

- 1: A student is tested in a test/subject/grade.
- 0: A student is not tested in a test/subject/grade.

**Scale\_Score (New for 2014)** Scale score for subject used in accountability calculations.

**Valid\_Test:** Whether a student has a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade

- 1: A student has a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade.
- 0: A student does not have a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade.

**State\_Student\_ID:** State Student ID number

**Last\_Name:** Student's last name

**First\_Name:** Student's first name

**Middle\_Initial:** Student's middle initial

**Grade:** Student's grade

**Race:** Student's race

**BHN\_Group:** Whether a student classified as Black + Hispanic + Native American

- 1: A student is classified as Black + Hispanic + Native American.
- 0: A student is not classified as Black + Hispanic + Native American.

**Functionally\_Delayed:** Whether a student classified as functionally delayed

- 1: A student is classified as functionally delayed up.
- 0: A student is not classified as functionally delayed.

**Special\_ED:** Whether a student classified as Students with Disabilities

- 1: A student is classified as Students with Disabilities.
- 0: A student is not classified as Students with Disabilities.

**Economically\_Disadvantaged:** Whether a student classified as Economically Disadvantaged

- 1: A student is classified as Economically Disadvantaged.
- 0: A student is not classified as Economically Disadvantaged.

**ELL:** Whether a student marked as English Language Learners

- 1: A student is marked as English Language Learners.
- 0: A student is not marked as English Language Learners.

**ELL\_T1\_T2:** Whether a student marked as T1 & T2

- 1: A student is marked as T1 & T2.
- 0: A student is not marked as T1 & T2.

**ELL\_Exclude:** Whether a student marked as ELL Excluded

- 1: A student is marked as ELL Excluded.
- 0: A student is not marked as ELL Excluded.

**ELSA\_Taken:** Whether a student took ELSA version of the TCAP

- 1: A student took ELSA version of the TCAP.
- 0: A student did not take ELSA version of the TCAP.

**Non\_ELL\_ELSA\_Flag:** Whether a student who took ELSA version of the TCAP is marked as ELL or T1&T2 or ELL Exclusion

- 1: A student who took ELSA version of the TCAP is not marked as ELL or T1&T2 or ELL Exclusion.
- 0: All remaining test records

**Homebound:** Whether a student classified as Homebound (included at the district and state levels)

- 1: A student is classified as homebound.
- 0: A student is not classified as homebound.

**Absent:** Whether a test has a flag of *absent*

- 1: A test has a flag of *absent*.
- 0: A test does not have a flag of *absent*.

**Did\_Not\_Attempt:** Whether a test has a flag of *did not attempt*

- 1: A test has a flag of *did not attempt*.
- 0: A test does not have a flag of *did not attempt*.

**Nullify\_Flag:** Whether a test has a flag of *nullify*

- 1: A test has a flag of *nullify*.
- 0: A test does not has a flag of *nullify*.

**Score\_Code:** Score code such as *did not test*

**MAAS\_Reassigned:** Whether a Proficient or Advance MAAS record is modified to a proficiency level of Basic in the process of MAAS reassignment

- 1: A Proficient or Advance MAAS record is modified to a proficiency level of Basic in the process of MAAS reassignment.
- 0: A MAAS record is not modified in the process of MAAS reassignment.

**Portfolio\_Reassigned** Whether a Proficient or Advance Portfolio record is modified to a proficiency level of Basic in the process of Portfolio reassignment

- 1: A Proficient or Advance Portfolio record is modified to a proficiency level of Basic in the process of Portfolio reassignment.
- 0: A Portfolio record is not modified in the process of Portfolio reassignment.

**Residential\_Facility** (included at the state level only) **(New for 2014)**

- 1: testing record is flagged as a Residential Facility
- 0: testing record is not flagged as a Residential Facility

**ASD\_Excluded\_Grade** (included at the state level only) **(New for 2014)**

- 1: testing record is flagged as an excluded grade from ASD list.
- 0: testing record is not flagged as an excluded grade from ASD list.

## 8. Exclusions File

**Purpose:** The file includes all the records that were excluded from all levels of accountability determinations. The file also lists the reason for the exclusion.

**Versions:** Student

### Description of Variables

**SEQ\_Code:** Internal code used by SAS to identify each student.

**System:** District ID number

**System\_Name:** District name

**School:** School ID number



**School\_Name:** School name

**Test:** Test name

**Original\_Subject:** Original subject listed in the assessment data

**Subject:** Subject used in accountability calculations

**Original\_Proficiency\_Level:** Original proficiency level listed in the assessment data

**Proficiency\_Level:** Proficiency level used in accountability calculations

**Tested:** Whether a student is tested in a test/subject/grade

- 1: A student is tested in a test/subject/grade.
- 0: A student is not tested in a test/subject/grade.

**Valid\_Test:** Whether a student has a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade

- 1: A student has a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade.
- 0: A student does not have a valid score of Below Basic, Basic, Proficient, or Advanced in a test/subject/grade.

**State\_Student\_ID:** State Student ID number

**Last\_Name:** Student's last name

**First\_Name:** Student's first name

**Middle\_Initial:** Student's middle initial

**Grade:** Student's grade

**Race:** Student's race

**BHN\_Group:** Whether a student classified as Black + Hispanic + Native American

- 1: A student is classified as Black + Hispanic + Native American.
- 0: A student is not classified as Black + Hispanic + Native American.

**Functionally\_Delayed:** Whether a student classified as functionally delayed

- 1: A student is classified as functionally delayed up.
- 0: A student is not classified as functionally delayed.

**Special\_ED:** Whether a student classified as Students with Disabilities

- 1: A student is classified as Students with Disabilities.
- 0: A student is not classified as Students with Disabilities.

**Economically\_Disadvantaged:** Whether a student classified as Economically Disadvantaged

- 1: A student is classified as Economically Disadvantaged.
- 0: A student is not classified as Economically Disadvantaged.

**ELL:** Whether a student marked as English Language Learners

- 1: A student is marked as English Language Learners.
- 0: A student is not marked as English Language Learners.

**ELL\_T1\_T2:** Whether a student marked as T1 & T2

- 1: A student is marked as T1 & T2.
- 0: A student is not marked as T1 & T2.

**ELL\_Exclude:** Whether a student marked as ELL Excluded.

- 1: A student is marked as ELL Excluded.
- 0: A student is not marked as ELL Excluded.

**ELSA\_Taken:** Whether a student took ELSA version of the TCAP

- 1: A student took ELSA version of the TCAP.
- 0: A student did not take ELSA version of the TCAP.

**Non\_ELL\_ELSA\_Flag:** Whether a student who took ELSA version of the TCAP is marked as ELL or T1&T2 or ELL Exclusion

- 1: A student who took ELSA version of the TCAP is not marked as ELL or T1&T2 or ELL Exclusion.
- 0: All remaining test records

**Homebound:** Whether a student classified as Homebound

- 1: A student is classified as homebound.

- 0: A student is not classified as homebound.

**Absent:** Whether a test has a flag of *absent*

- 1: A test has a flag of *absent*.
- 0: A test does not have a flag of *absent*.

**Did\_Not\_Attempt:** Whether a test has a flag of *did not attempt*

- 1: A test has a flag of *did not attempt*.
- 0: A test does not have a flag of *did not attempt*.

**Nullify\_Flag:** Whether a test has a flag of *nullify*

- 1: A test has a flag of *nullify*.
- 0: A test does not has a flag of *nullify*.

**Score\_Code:** Score code such as *did not test*

**homeschool**

- 1: A student is classified as homeschooled
- 0: A student is not classified as homeschooled.

**medically\_exempt**

- 1: A test has a flag of *medically exempt*.
- 0: A test does not have a flag of *medically exempt*

**void\_flag**

- 1: A test has a flag of *void*.
- 0: A test does not have a flag of *void*.

**Ineligible**

- 1: A test has a flag of *test\_Ineligible*.
- 0: A test does not have a flag of *test\_Ineligible*.

**Adult\_CTE\_School**

- 1: testing record is flagged as a CTE School or Adult High School
- 0: testing record is not flagged as a CTE school or Adult High School

**Alternative\_School(New for 2014)**

- 1: testing record is flagged as an Alternative School
- 0: testing record is not flagged as an Alternative School

**Residential\_Facility** (included at the state level only) **(New for 2014)**

- 1: testing record is flagged as a Residential Facility
- 0: testing record is not flagged as a Residential Facility

**ASD\_Excluded\_Grade** (included at the state level only) **(New for 2014)**

- 1: testing record is flagged as an excluded grade from ASD list.
- 0: testing record is not flagged as an excluded grade from ASD list.

**Reason\_for\_Exclusion:** List Reason for Exclusion

**9. MAAS/Portfolio Reassigned Students File**

**Purpose:** The file includes all records that are reassigned based on the MAAS/Portfolio reassignment business rules.

**Versions:** Student

**Description of Variables**

**SEQ\_Code:** Internal code used by SAS to identify each student.

**System:** District ID number

**System\_Name:** District name

**School:** School ID number

**School\_Name:** School name

**Test:** Test name

**Subject:** Subject used in accountability calculations

**Original\_Proficiency\_Level:** Original proficiency level listed in the assessment data

**Proficiency\_Level:** Proficiency level used in accountability calculations

**State\_Student\_ID:** State Student ID number

**Last\_Name:** Student's last name

**First\_Name:** Student's first name

**Middle\_Initial:** Student's middle initial

**Grade:** Student's grade

**Race:** Student's race

**MAAS\_or\_Portfolio\_Reassigned:**

- MAAS: MAAS record is reassigned.
- Portfolio: Portfolio record is reassigned.

## **10. Portfolio Systems Over 1% cap**

**Purpose:** The file includes all systems and schools that exceeded the 1% cap of proficient/advanced portfolio students.

**Versions:** System

### **Description of Variables**

**System:** District ID number

**System\_Name:** District name

**School:** School ID number

**School\_Name:** School name

**Test:** Test name

**Subject:** Subject used in accountability calculations

**Num\_pa\_port:** number of proficient/advanced portfolio records

**number\_enrolled:** number of enrolled students

**pct\_pa\_port:** percentage of portfolio students that received a proficient or advanced proficiency level.

### **11. MAAS Systems/Schools Over 3% cap**

**Purpose:** The file includes all systems and schools that exceeded the 3% cap of proficient/advanced portfolio and MAAS students.

**Versions:** System

#### **Description of Variables**

**System:** District ID number

**System\_Name:** District name

**School:** School ID number

**School\_Name:** School name

**Subject:** Subject used in accountability calculations

**Num\_pa\_port:** number of proficient/advanced portfolio records

**Num\_pa\_maas:** number of proficient/advanced maas records

**number\_enrolled:** number of enrolled students

**pct\_pa\_port:** percentage of portfolio students that received a proficient or advanced proficiency level.

**pct\_pa\_maas:** percentage of maas students that received a proficient or advanced proficiency level.

### **12. Multiple Scores File**

**Purpose:** The file includes all records from students with multiple scores and indicates why a given score was chosen/excluded.

**Versions:** Student

**Description of Variables**

**SEQ\_Code:** Internal code used by SAS to identify each student.

**System:** District ID number

**System\_Name:** District name

**School:** School ID number

**School\_Name:** School name

**Test:** Test name

**Subject:** Subject used in accountability calculations

**Original\_Proficiency\_Level:** Original proficiency level listed in the assessment data

**Proficiency\_Level:** Proficiency level used in accountability calculations

**Testdate:** testing date as specified in testing record

**State\_Student\_ID:** State Student ID number

**Last\_Name:** Student's last name

**First\_Name:** Student's first name

**Middle\_Initial:** Student's middle initial

**Grade:** Student's grade

**Chosen\_excluded:**

- Chosen: Record is chosen for accountability.
- Excluded: Record is excluded from accountability.

**Reason:** List reason why record was chosen or excluded





## Appendix D: Passing Subgroup Improvement Test Option

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**Table D1: Subgroups in Improvement Test**

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1. Asian
  2. Black
  3. Economically Disadvantaged
  4. English Language Learners
  5. Hawaiian Pacific Islanders
  6. Native American
  7. Students with Disabilities
  8. White
- 

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**Table D2: Subjects in Improvement Test**

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1. 3-8 Math
  2. 3-8 RLA
  3. Both Algebra I and Algebra II (individual subjects)
  4. Both English II and English III (individual subjects)
-

**Table D3: 2012-13 data and Improvement Test outcomes by method**

	Number of instances <sup>50</sup> with differing outcomes depending on method	Better outcome with current method	Better outcome with additional pathway
<b>Asian</b>	0	NA	
<b>Black</b>	3	0	3
<b>Economically Disadvantaged</b>	17	0	17
<b>English Language Learners</b>	0	NA	
<b>Hawaiian Pacific Islanders</b>	0	NA	
<b>Native American</b>	0	NA	
<b>Students with Disabilities</b>	5	1	4
<b>White</b>	11	1	10

<sup>50</sup> This is not the number of districts that were In Need of Subgroup Improvement due to the single subgroup-level improvement test, but is one of many possible tests for a given district. Instances did not necessarily drive final designation.

## Appendix E: Accountability File Structures

### 1. Accountability Base File

year	system	system_name	school	school_name	subject	grade	subgroup	enrolled	tested	valid_tests
2014										
2013										
2012										
					Math					
					RLA					
					Science					
					Social Studies					
					Algebra I					
					Algebra II					
					English I					
					English II					
					English III					
					Biology I					
					US History					
					Chemistry					
					Graduation Rate	All Grades				
						All Grades				
						3				
						4				
						5				
						6				
						7				
						8				
						9				
						10				
						11				
						12				
						Missing Grade				
							All Students			
							White			
							Hispanic			
							Black			
							Asian			
							Native American			
							Hawaiian or Pacific Islander			
							Economically Disadvantaged			
							Students with Disabilities			
							English Language Learners			
							English Language Learners with T1/T2			
							Black/Hispanic/Native American			
							Non-Economically Disadvantaged			
							Non-Students with Disabilities			

							Non-English Language Learners			
							Non-English Language Learners/T1 or T2			

[illegible]

## 2. Numeric Accountability File

year	system	system_name	school	school_name	subject	grade	subgroup	participation_rate_1yr
2014								
2013								
2012								
					Math	3rd through 8th		
					Math	3rd		
					Math	7th		
					RLA	3rd through 8th		
					RLA	3rd		
					RLA	7th		
					Algebra I	9th through 12th		
					Algebra II	9th through 12th		
					English II	9th through 12th		
					English III	9th through 12th		
					Algebra I + Algebra II	9th through 12th		
					English II + English III	9th through 12th		
					Graduation Rate	9th through 12th		
							All Students	
							White	
							Hispanic	
							Black	
							Asian	
							Native American	
							Hawaiian or Pacific Islander	
							Economically Disadvantaged	
							Students with Disabilities	
							English Language Learners	
							Black/Hispanic/Native American	
							Non-Economically Disadvantaged	
							Non-Students with Disabilities	
							Non-English Language Learners	



[illegible]

[illegible]



[illegible]

### 3. Achievement Determination File

system	system_name	school	school_name	subject	grade	eligibility_participation	participation rate/% tested participation	eligibility_amo	amo_test	sh_tvaas
				Math	3rd through 8th	1	1	1	1	1
				Math	3rd	0	0	0	0	0
				Math	7th					
				RLA	3rd through 8th					
				RLA	3rd					
				RLA	7th					
				Algebra I	9th through 12th					
				Algebra II	9th through 12th					
				English II	9th through 12th					
				English III	9th through 12th					
				Graduation Rate	9th through 12th					

sh_ci	sh_10_perc	sh_19_perc	sh_27_perc	sh_grad_rate	amo_test_with_sh	improved
1	1	1	1	1	1	1
0	0	0	0	0	0	0

**4. Gap Determination File**

system	system_name	school	school_name	subject	grade	comparison	eligibility	gap_closure_amo	gap_sh	gap_closure_with_sh
				Math	3rd through 8th					
				RLA	3rd through 8th					
				Algebra I + Algebra II	9th through 12th					
				English II + English III	9th through 12th					
						Black/Hispanic/Native American vs. All				
						ELL vs. Non-ELL				
						Students with Disabilities vs. Non-Students with Disabilities				
						Economically Disadvantaged vs. Non-Economically Disadvantaged				

## 5. Subgroup Determination File

system	system_name	school	school_name	subject	grade	subgroup	eligibility_participation	participation_1yr
				Math	3rd through 8th			
				RLA	3rd through 8th			
				Algebra I	9th through 12th			
				Algebra II	9th through 12th			
				Algebra I + Algebra II	9th through 12th			
				English II	9th through 12th			
				English III	9th through 12th			
				English II + English III	9th through 12th			
						White		
						Hispanic		
						Black		
						Asian		
						Native American		
						Hawaiian or Pacific Islander		
						Economically Disadvantaged		
						Students with Disabilities		
						English Language Learners		

participation_2yr	participation_3yr	eligibility_improvement	improved

## 6. Final Determination File

system	system_name	participation_rate_test_achievement	achievement_amo_test	improvement_test_total	improvement_test_aggregate
10		Pass	Pass	Pass	Pass
		Fail	Fail	Fail	Fail

subgroup_participation_test	subgroup_improvement_separate	subgroup_improvement_combined	subgroup_improvement_overall	gap_target_test	achievement_status
Pass	Pass	Fail	Pass	Pass	Achieve
Fail	Fail	Fail	Fail	Fail	Achieve - Not Exemplary
					Miss- In Need of Improvement
					Miss- Intermediate Possible

gap_status	final_determination
Achieve	Exemplary
Miss-In Need of Improvement	Intermediate
Miss - In Need of Subgroup Improvement	In Need of Subgroup Improvement
Miss- Intermediate Possible	In Need of Improvement

white_subgroup_needs_imp	hispanic_subgroup_needs_imp	black_subgroup_needs_imp	asian_subgroup_needs_imp	na_subgroup_needs_imp	hpi_subgroup_needs_imp	ed_subgroup_needs_imp	swd_subgroup_needs_imp	ell_subgroup_needs_imp

**7. Student Level File**

seq_code	system	system_name	school	school_name	test	original_subject	subject	original_proficiency_level	proficiency_level	Scale score
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tested	valid_test	state_student_id	last_name	first_name	middle_initial	grade	race	bhn_group	functionally_delayed	special_ed
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economically_disadvantaged	ell	ell_t1_t2	ell_exclude	elsa_taken	non_ell_elsa_flag	homebound	absent	did_not_attempt	nullify_flag
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score_code	maas_reassigned	portfolio_reassigned	Residential_facility	ASD_Excluded_Grade
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**8. Exclusion File**

seq_code	system	system_name	school	school_name	test	original_subject	subject	original_proficiency_level	proficiency_level
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tested	valid_test	state_student_id	last_name	first_name	middle_initial	grade	race	bhn_group	functionally_delayed	special_ed
--------	------------	------------------	-----------	------------	----------------	-------	------	-----------	----------------------	------------

economically_disadvantaged	ell	ell_t1_t2	ell_exclude	elsa_taken	non_ell_elsa_flag	homebound	absent	did_not_attempt	nullify_flag
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homeschool	medically_exempt	void_flag	Ineligible	Adult_CTE_School	Alternative_School	score_code	residential_facility	asd_excluded_grade	reason_for_exclusion
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**9. MAAS Portfolio Reassigned Student File**

seq_code	system	system_name	school	school_name	test	subject	original_proficiency_level	proficiency_Level
state_student_id		last_name	first_name	middle_initial	grade	race	maas_or_portfolio_reassigned	

**10. Portfolio 1% Over Cap**

system	system_name	school	school_name	test	subject	num_pa_port	number_enrolled	pct_pa_port
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**11. MAAS 3% Over Cap**

system	system_name	school	school_name	subject	num_pa_port	number_pa_maas	number_enrolled	pct_pa_port	pct_pa_maas
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**12. Multiple Scores File**

seq_code	system	system_name	school	school_name	test	original subject	subject	original_proficiency_level	proficiency_level
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testdate	state_student_id	last_name	first_name	middle_initial	grade	chosen_or_exclude	reason	tested
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## Document Information

### Document Control

Title	2014 TN Accountability Protocol
Version	5.0
Date	June 09, 2014

### Revision History

Date	Version	Description of changes
April 10, 2014	1.0	Updated Protocol based on revisions and file structure changes received from TDOE.
April 25, 2014	2.0	Removed MAAS Pearson file language, added new language for TVAAS Safe Harbor, changed language for Alternative/Hybrid Schools
May 5, 2014	3.0	Changed the proficiency level for records flagged with 'Did Not Attempt' from Basic to Null. Add a Post Processing Section to include Appeals and target setting incoming and deliverables. Added New Schools and Closed Schools incoming files to be received from TDOE.
May 16,	4.0	Add Target Setting Section, Add Chemistry, Add Exclusion Columns
June 9, 2014	5.0	Add updated decisions concerning ASD Excluded Grades, Residential Facility Flag, Target Setting Procedures, and Subgroup Improvement Logic. Included additional info concerning Teacher Effect Ineligible and Nullify FT flags.

## Approvals

The undersigned have reviewed this document. To the best of their knowledge, the document is accurate and complete, and represents all business rules and processes necessary for preparing Federal Accountability calculations for the Tennessee Department of Education (TDOE).

SAS EVAAS	John White	Date
TN Department of Education	Erin O'Hara	Date





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